

# **SANBORN REGIONAL MIDDLE SCHOOL**

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**Curriculum Coordinator**  
Patricia Haynes

**Athletic Director**  
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# SANBORN REGIONAL SCHOOL DISTRICT

School Administrative Unit #17  
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**Thomas J. Ambrose, C.A.S.**  
Superintendent  
of Schools

**Matthew Angell, CPA, J.D.**  
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Kingston and Newton*

Equal Opportunity  
Employer - Equal  
Educational  
Opportunities

Dear Sanborn Parents and Guardians:

The New Hampshire Legislature has enacted laws to ensure safe school zones for students of our state. The Sanborn Regional School Board has also adopted a ZERO TOLERANCE philosophy for certain illegal and/or unacceptable behaviors anywhere on school grounds or at school-related events. It is the goal of the school board, teachers, and administrators to create a safe environment.

Public and private school employees have been instructed by law to report acts of theft, destruction, or violence to local law enforcement agencies. We feel that you need to know about this requirement so that you can make sure that your child (ren) is aware that certain inappropriate behaviors will result in a report to the Kingston or Newton Police Department.

There are three levels of response by school personnel to the awareness of an incident of inappropriate action by a student. Most situations will be addressed by school personnel as has always been the case. The new requirement to file a police report will be used with incidents of a more serious nature. The third level of response includes the participation of police in the investigation of incidents which are violations of state and federal laws.

The following are some of the infractions that would mandate referral to law enforcement and disciplinary action per the Sanborn Regional School Board policy:

- Threatening to harm others
- Physical altercations
- Possession of weapons
- Possession of drugs and/or drug paraphernalia
- Smoking or vaping

Sanborn Regional School Board Policies can be found on our website [www.sau17.org](http://www.sau17.org) under the tab for School Board/Board Policies.

School personnel want to work with you to make sure that our schools are safe for every child. Thank you for your help in this important effort.

Sincerely,

Thomas J. Ambrose  
Superintendent of Schools

*The mission of the Sanborn Regional School District is to work in partnership with the community to educate all learners in a safe environment. Together we are committed to providing these individuals with opportunities to develop the skills necessary to become responsible citizens who are capable of pursuing knowledge independently and making well-informed decisions.*

*In accordance to Title IX of the Civil Rights Act of 1964 the Sanborn Regional School District prohibits discrimination because of sex or gender, "No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance."*

Sanborn Regional Middle School

Parent/Student Signature Sheet Student Handbook

**Parents/guardians and students are required to sign this sheet and fill out all emergency cards and students must return them within one week to Charlotte Misuraca in the Principal's Office.**

*We have read and understood the contents of the 2019-20 Sanborn Regional Middle School Student Handbook. We acknowledge that it is our responsibility to understand the contents of this book and to adhere to its rules and regulations. It is also understood that the policies, guidelines and expectations contained in the Student Handbook are subject to change at any time, in the best interest of students and the school community. We sign below with the understanding that we are bound by the policies, guidelines and expectations contained in this handbook.*

Student Name (Print Clearly)

Grade

\_\_\_\_\_

Signatures:

*Student* \_\_\_\_\_

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

*Parent* \_\_\_\_\_

*E-mail* \_\_\_\_\_

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

# *Sanborn Regional Middle School*

**31A West Main Street  
Newton, New Hampshire 03858**

Dear Parents and Guardians:

Welcome to Sanborn Regional Middle School and the 2019-2020 academic year!

The purpose of this Handbook and Agenda is to give you and your child an overview of important aspects of life at Sanborn Regional Middle School.

The middle school years of your child's education will provide many transitions and exciting opportunities for everyone. Your child will begin the process of becoming a young adult, and you will experience his/her desire for more independence. Each child's education is a shared responsibility. It is important that home and school provide the structure for each child to grow and learn to be an independent learner.

At Sanborn Regional Middle School, we recognize the value of individual differences and strive to meet the needs of all students by promoting opportunities for social, emotional, academic, and physical growth. Students will learn to balance their academic responsibilities with extra curricula activities. It is very important that students are involved in all aspects of middle school life. These opportunities will help them grow in many ways and prepare them for their young adult lives.

Our middle school staff believes that all students can learn and should have the opportunity to reach their potential. The curriculum is broad, flexible, and rigorous and we strive to provide a variety of services to meet our students' needs. We also believe that it is important for students to have a safe, positive, and healthy environment. I encourage you to work with our staff as a team to help give your child the best educational experience possible.

At Sanborn Regional Middle School, we want parents and our school community to be more informed about our school's progress and more involved in our school on a regular basis. Please feel free to contact me directly to discuss any interests you have in our school. Please support our efforts to provide children with a safe and nurturing environment where middle school students will thrive.

Again, welcome to our school.

Sincerely,



SANDY RUTHERFORD

Principal

## **STATEMENT OF PHILOSOPHY**

We build on and enhance the skills of adolescent students by:

**Emphasizing** a positive climate of mutual respect, self-responsibility and school pride that encourages learning and personal growth;

**Employing** educators who are knowledgeable about and committed to late adolescence;

**Offering** a comprehensive, balanced curriculum based on student needs that is implemented through a variety of instructional strategies;

**Providing** for small group settings that develop a sense of individual recognition within the context of the larger whole;

**Making** available counseling, enrichment, special education, media and health services;

**Utilizing** a variety of assessment instruments compatible with student needs, to determine achievement levels;

**Scheduling** team time for teachers to address all aspects of the educational program including cross-curriculum planning, student performance, special education, school counselor concerns and parental meetings;

**Exposing** students to a wide variety of co-curricular activities and organizations relative to their interests and strengths.

**The Sanborn Regional Middle School strives to ensure a healthy and supportive educational environment for all our students.**

**We empower our students to aspire to higher achievements and to develop goals for self-growth.**

## **SANBORN REGIONAL MIDDLE SCHOOL MISSION STATEMENT**

# **EXCELLENCE FOR ALL**

## SANBORN REGIONAL MIDDLE SCHOOL STATEMENT OF BELIEFS

**S**TUDENTS AND STAFF SHOULD TREAT EACH OTHER WITH MUTUAL RESPECT.

**A**LL STUDENTS, TEACHERS, AND PARENTS WILL BE ACTIVE IN THE LEARNING PROCESS.

**N**EW IDEAS WILL BE ENCOURAGED WITH ENTHUSIASM.

**B**E A LEADER.

**O**FFER OPPORTUNITIES FOR INDIVIDUAL GROWTH WHILE WORKING TOGETHER.

**R**EASON, LOGIC AND CONSEQUENCES WILL BE PART OF ALL DECISIONS.

**N**OT EVERYONE LEARNS AT THE SAME PACE OR IN THE SAME WAY.

**P**ARTICIPATION IN COMMUNITY ACTIVITIES IS ENCOURAGED AND FOSTERED.

**R**EALIZE THAT KIND WORDS AND ACTIONS ARE CONTAGIOUS.

**I**NSPIRE EACH OF US TO BE ALL THAT WE CAN BE.

**D**O BE RESPONSIBLE, ON TIME, POSITIVE AND COURTEOUS.

**E**VERY PERSON WHO FOLLOWS THIS GUIDE CAN EXPECT TO FEEL THE...

# SANBORN PRIDE!

## MIDDLE SCHOOL CALENDAR 2019-2020

|  |   |
|--|---|
| August 22-23<br>August 26<br>August 30                     | All Staff Workshop-No school for students<br><b>First Day of School - School for Students</b><br>No School          |
| September 2  | Labor Day   |
| October 2<br>October 14                                    | Workshop Day- Student dismissal at 12:00 PM<br>Columbus Day - No School   |
| November 8<br>November 11<br>November 27<br>November 27-29 | Teacher Workshop Day-No School for students<br>Veteran's Day-No School<br>Teacher Comp. Day<br>Thanksgiving Holiday |
| December 4<br>December 20<br>December 23-31                | Workshop Day- Student dismissal at 12:00 PM<br>Early Release for Students<br>Holiday Vacation                       |
| January 1<br>January 8<br>January 20                       | New Year's Holiday<br>Workshop Day- Student dismissal at 12:00 PM<br>Martin Luther King Jr. Day- No School          |
| February 5<br>February 24-28                               | Workshop Day- Student dismissal at 12:00 PM<br>Winter Vacation  |
| March 13   | Professional Staff Workshop-No School   |
| April 1<br>April 27-May 1                                  | Workshop Day- Student dismissal at 12:00 PM<br>Spring Vacation  |
| May 6<br>May 25  | Workshop Day- Student dismissal at 12:00 PM<br>Memorial Day-No School   |
| June 11  | Final day of school if no cancellations   |

**NOTE:** If cancellations occur, the lost days will be made up at the end of the school year.

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**\*Note: A complete manual of School Board Policies is available from the District website, [www.sau17.org](http://www.sau17.org)**

# Sanborn Regional Middle School

*This document is derived from the works of educational researchers, including Ken O'Connor, Robert Marzano, Doug Reeves, Rick Wormeli, and Rick Stiggins. Additionally, the document is influenced by professional learning opportunities.*

## OVERVIEW

Changing practices and gaining new knowledge takes time, collaboration, and reflection. Success in implementing the Standards-Based Report card requires patience, persistence and the commitment of all stakeholders.

The administration and staff of **SRMS** are committed to supporting assessment practices that support student learning and that accurately report student progress in meeting the standards and mastering competency for college and career success.

## STATEMENT OF PURPOSE

The competency-based assessment and grading system at Sanborn Regional Middle School is founded on common expectations and standards for student learning. At Sanborn Regional Middle School, each course has a set of common, established core standards that describe what students are expected to know and be able to do. Each standard is aligned to competencies defined for each content area. The purpose of this document is to provide a structure and expectations to ensure common and systematic standards-based grading practices are used in all courses by all teachers at the middle school. These practices shall be reflective of standards and performance indicators and shall be used to assign grades.

## DEFINITIONS

Sanborn Regional Middle School educators use two broad types of assessments:

**Summative Assessments:** A summative assessment is a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a course standard. It is an assessment of learning and it is heavily weighted in the grading system. Summatives are worth 90% of the overall grade.

Examples include:

- Enrichment activities (supplementary activities that support standards)
- Written, oral, and performance tasks
- Tests
- Quizzes (beyond skill checks)
- Writings (term papers, essays, stories, etc.)
- Projects
- Presentations
- Problem-based/inquiry learning tasks
- Other comprehensive/cumulative assignments not listed above

**Formative Assessments:** A formative assessment is an assessment of learning and can broadly be described as an indicator that captures a student's progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. In a sense, a formative assessment is "practice" and is, therefore, not heavily weighted in the grading system. Formatives are worth 10% of the overall grade.

Examples include:

- Skill checks (quizzes used for practice or reinforcement; classroom openers)
- First drafts of writing
- Teacher questions during instruction
- Worksheets
- Informal observations
- Pre-testing
- Homework
- Other class work not listed above

## STATEMENT OF PROCEDURE

### Grading Philosophies and Expectations

1. Grading is an exercise in professional judgment wherein the educator seeks to ensure that the grade each student receives is an accurate representation of his or her achievement.
2. Grades shall be weighted carefully to ensure the intended importance is given to each standard and to each assessment.
3. Teachers shall use quality assessment instruments. They shall properly record evidence of student achievement on an ongoing basis. Each assessment must meet five standards of quality. It must arise from a clearly articulated set of achievement expectations, serve an instructionally relevant purpose, and rely on a proper method, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment.
4. Teachers shall discuss methods of assessment and scoring scales (rubrics) with students in an age appropriate manner, at the beginning of instruction.
5. At the beginning of a class (trimester and year-long), teachers shall provide to students and parents a written course overview/ syllabus that includes assessment and grading guidelines, in clear, easily understandable language. The course syllabus must be consistent with the grading practices detailed in this document.

6. Prior to administering each summative assessment, teachers shall provide students with a written overview /rubric describing assessment and grading in clear, easily understandable language.

### **COURSE GRADE CALCULATION**

1. Individual achievement of course-based standards shall be the primary basis for grades. All courses will use a grading structure that weights summative assessments at least 90% and formative assessments at most 10% of a final grade for the course.
2. Summative assessments will be linked to one or more course standards. The report card will calculate and report out on the average grade each student received on each standard as well as the final course grade.
3. The report card will report final course grades and a yearly summary of a student's progress towards meeting the standards for learning.
4. Effort, participation, attitude, and other behaviors shall not be included in grades but reported separately, unless they are an approved part of a standard (example: Regular participation in physical activity is identified nationally as a core standard and thus is included in the SRMS Physical Education standard). Every student will be graded each trimester by all teachers with respect to their achievement of school-wide Work Study Practices (WSP) which will address expectation for student personal skills.

5. Based on the principles of standards-based assessment, extra credit is not an appropriate measure of student learning and should not be assigned or included in grade calculation.

6. Students will receive a numerical grade. (0.0 - 4.0)

7. In addition to the overall course grade, students will also receive a score for the competencies based on the rubric scales below.

8. Competency grades use the letter code scale for reporting level of student performance. Competencies scores are based on the standards aligned to those competencies.

9. Standards are the skills, knowledge and understandings students need to demonstrate in an assignment. Standards are provided to students at the beginning of each unit of study, are identified on assessments, are described in rubrics for projects, and are posted in classrooms. Parents can view the standards assigned to assessments in the PINNACLE Student Explorer. Standards are introduced, reinforced, and assessed throughout the year.

10. The grading system at the middle school uses a rolling grade. This means that it is the end of year grade that is recorded as the course grade, not the average of each trimester. Student's grades reflect the instruction and practice of the standards all year and it is at the end of a year of study where a true measure of their learning can be taken.

At SRMS, all assignments are graded on a 4.0 rubric scale. Teachers report assignment grades as an individual letter. Final course grades are reported as a numerical score based on the following ranges:

- Exemplary (E):** Final grade of 3.50-4.00
- Proficient (P):** Final grade of 2.50-3.49
- Basic Proficiency (BP):** Final grade of 2.00-2.49
- Limited Proficiency (LP):** Final grade of 0.50-1.49
- Not Met (NM):** Final grade of 0.01-0.49
- Not Yet Competent (NYC):** Final grade of 0.00
- Insufficient Work Shown (IWS):** Final grade of 0.00

**Learning Trend:** When fewer than four assessments have been linked to a standard, the standard grade is computed by taking an average of the assessment grades. Once four or more assessments have been linked to a standard, the standard grade is computed using a learning trend model. In this model, the student's most recent work is given higher weight than older work when computing a grade. A learning trend is a more accurate representation of a student's learning as they progress through a course.

### SANBORN REGIONAL MIDDLE SCHOOL GRADING SCALE

| Level                   | Letter Code | Rubric Grade Range | What The Grade Means   |
|-------------------------|-------------|--------------------|--|
| Exemplary               | E           | 3.50-4.00          | The student consistently and independent! } demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task. |
|                         | P           | 2.50 - 3.49        | The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task.     |
|                         | BP          | 2.00 - 2.49        | The student demonstrates the ability to comprehend and apply essential content, knowledge and skills in a familiar task.                             |
| Limited Proficiency     | LP          | 0.50 - 1.49        | The student is not demonstrating the application and transfer of essential content, knowledge and skills.  |
| Not Met                 | NM          | 0.01-0.49          | The student is not competent in the performance standard(s).   |
| Not Yet Competent       | NYC         | 0.00               | NYC: The student is not yet competent in all of the performance standard(s).   |
| Insufficient Work Shown | IWS         | 0.00               | IWS: The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s).        |

## DEFINITION OF PROFICIENT & EXEMPLARY PERFORMANCE

Students will have opportunities through classroom assessments to demonstrate their knowledge, understanding and skill level.

Students, meeting ***Proficient***: the learning targets required of the lesson or unit being studied by demonstrating their knowledge, understanding and skill level.

Students, meeting ***Exemplary*** the learning targets of the lesson or unit being studied by demonstrating the ***depth*** of their knowledge; understanding and skill level. The student extends their thinking beyond the required learning targets.

## RE-ASSESSMENT PROCEDURES

1. Second chance assessment opportunities shall be made available to all students for any summative assessment. A grade of 2.5 represents meeting the proficiency level of a standard. Second chance assessments will be made available up to two weeks after the student receives the assessment results.
2. A teacher may require a student to complete a series of formative assessments at a proficient level before they are eligible to take a summative re-assessment. The second assessment should only take place when the student has demonstrated the agreed upon relearning and/or completion of work in preparation for the assessment.
3. Reassessment opportunities are available for formative assessments at the teacher's discretion. If applied, the summative reassessment process described above should be followed.
4. Teachers may give alternative versions of the assessment.
5. Parents may be asked to sign the original, poorly done assessment and assignments so they're aware that their children have required multiple attempts to achieve the standard.
6. Reassessment scores replace the previous grade or mark unless the new score is lower.

## WORK STUDY PRACTICES (WSPs)

Drawing on research, examples around the country, and New Hampshire legislative language, the committee arrived at a set of four Work-Study practices that all New Hampshire students need to demonstrate proficiency in order to be college and career ready.

### Communication

I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.

### Creativity

I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.

### Collaboration

I can work in diverse groups to achieve a common goal.

### Self-Direction

I can initiate and manage my learning, and demonstrate a "growth" mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.

## ACADEMIC POLICIES

### GRADING SYSTEM

Marks are given on the report card for each course to indicate the pupil's level of achievement.

|                                |     |             |
|--------------------------------|-----|-------------|
| <b>Exemplary</b>               | E   | 3.50- 4.00  |
| <b>Proficient</b>              | P   | 2.50 - 3.49 |
| <b>Basic Proficiency</b>       | BP  | 2.00 - 2.49 |
| <b>Limited Proficiency</b>     | LP  | 0.50 - 1.49 |
| <b>Not Met</b>                 | NM  | 0 .01 -0.49 |
| <b>Not Yet Competent</b>       | NYC | 0.00        |
| <b>Insufficient Work Shown</b> | IWS | 0.00        |

\*The ability to monitor your child's grades, attendance and any assignment information can now be securely viewed from your Internet Browser at home. We are providing this access through our Pinnacle Internet Viewer (PIV) feature. This secured access requires an internet connection and a confidential user name and password issued to the parent by the school. Letters will be sent home at the beginning of each year with this information.

### HONOR ROLL

**High Honors:** All grades at least 3.5 or above in all core subjects including foreign language.

**Honors:** All grades at least 3.0 or above in all core subjects including foreign language.

Due to rolling grades Honor Roll will only be determined at the end of each school year. (This follows the High School model)

### GRADES

Access to student progress is available to all parents through the PINNACLE Student Explorer. Sign-on and password information is distributed at the start of each school year to parents.

Final grades will be mailed in June.

**(In most cases, teachers update student grades every two weeks.)**

Informal reporting can be made through parent-teacher conferences. To arrange for a parent conference, please call 382-6226.

### PARENT/TEACHER CONFERENCES

Sanborn Regional Middle School will hold parent conferences approximately two months into the school year. The purpose of these conferences is to review student progress and to establish academic goals. Additional conferences may be requested at any time either by the parent or the teacher. As you prepare for your parent/teacher conference it might be helpful to consider:

Are there items that would help the teachers better understand your child such as...

- health concerns
- relationships with siblings
- hobbies and interests
- feelings about school
- relationships with other students

Are there items that you would like to discuss with the teacher such as

- appropriate ways to help students at home
- suggested books for reading/testing
- understanding curricular areas
- normal progression of skill development
- student progress
- progress in relation to age group
- skills mastered, skills needed to progress further

## **PROMOTION**

1. A student's final average must be BP (Basic Proficiency/1.50-2.49) to be considered passing for the year.
2. Recommendations of teachers, guidance, and administration may result in the retention of students. However, parents will be informed early in the process.
3. In unusual or exceptional circumstances, the principal will make the final decision on whether a student is to be promoted. Conditional retentions will be considered.

## **EXTRA HELP**

Teachers are available for extra help provided satisfactory arrangements are made beforehand. Students are encouraged to see their teacher if they are having any difficulty. A daily late bus will be available for transportation, however there are only 10 locations for drop off within our 2 communities. The late bus does not drop off at students' individual homes.

## **HOMEWORK**

For many students, the difference between success and failure can be traced to the effort they put into their homework. Homework will not exceed more than 10% of a student's overall grade.

At the start of the school year it is expected that teachers will clearly communicate homework expectations to their students.

Parents also have an important role in their child's homework. Providing an environment, which is conducive to the successful completion of assignments, is a good place to start. Also, encouraging a positive attitude towards homework is a great way of sharing the joy of learning with your child.

Students, naturally, play the greatest role in homework. Each child is provided with an agenda book during the first week of school. This tool is designed to help students keep track of daily and long term assignments. Students are expected to complete their homework to the best of their ability and to submit all assignments on time. Students should schedule time for homework that is compatible with family and/or after-school activities. Students in grades Six, Seven, and Eight should expect homework four (4) days per week with duration of approximately ninety (90) minutes per day. This guideline is not intended to be rigid and restrictive, but rather to identify appropriate time and effort. This recommendation refers to average student time to complete assignments. As part of your transition to middle school, sixth graders will be eased into (20) minutes of homework per class on average. (Note: Often times reading and maintaining a reading log are considered homework)

## **MAKE-UP WORK**

When your child is absent from school for more than one day you may request a list of your child's assignments. Every effort will be made to have those assignments available within 24 hours at the close of the school day but occasionally that may not be possible due to an individual teacher's schedule. For extended absences of three (3) or more days, you may call 382-6226 to request that work be sent home. This may require a twenty-four (24) hour advanced notice. Students are encouraged to contact a classmate for work if they will be out for shorter periods. Upon returning to school, after an absence, it is the responsibility of each student to see their teacher for any tests, quizzes, or homework. If students are tardy, they should also see the teacher(s) whose class(es) they missed to pick up any assignments. Parents are encouraged to email teachers as needed. All email addresses are the teacher's first initial, last name @sau17.net. (This information is available on the website [www.sau17.org](http://www.sau17.org))

Parents are requested to arrange trips and vacations so that the students will not miss school. Much of the learning that occurs at school cannot be made-up through assignments completed at home. In the event that a trip must be scheduled during school time, parents must notify the principal of their intentions. The student is required to **personally** contact each teacher for an extended assignment. This must be done a minimum of three (3) days in advance. Even with such notice, teachers may not be able to give exact assignments. Therefore, it is the responsibility of the student to contact the teacher upon return and make up any tests, quizzes, or homework. Family vacation absences will be charged against the student's attendance record for the purpose of the attendance policy.

## **CURRICULUM SYNOPSIS**

A brief course description and an outline of individual teacher's expectations will be sent home in early September. More complete descriptions of the school's curriculum are available from the school principal.

## GENERAL INFORMATION

### CO-CURRICULAR ACTIVITIES

It is the philosophy of Sanborn Regional School District that much of what is considered valuable about one's school experience takes place outside the traditional classroom. As a district, we encourage students to develop and maintain connections to the school community by becoming involved in activities for which they have an interest and/or talent. The district is committed to offering a wide range of activities for all students recognizing that participation is both voluntary and a privilege. We are proud of the variety and accessibility of these programs and we would like to see all students take advantage of our co-curricular program.

- I. **MIDDLE SCHOOL ATHLETICS:** Our expectations are written fully recognizing the effort and dedication that the program demands, and the rules, procedures and regulations that promote its success.

#### A. ACADEMIC EXPECTATIONS:

- Athletes who fail one core academic subject are ineligible to participate in athletics. Students will be re-evaluated bi-weekly and grades will be reviewed no less than monthly to determine eligibility.
- Athletes who are receiving two 1.5's or more in core academic subjects will be placed on **academic probation** for the following marking period. During the course of the marking period parents and coaches of students who are experiencing difficulty in their core academic subjects should check on-line grades regularly to make sure that students are making every effort as well as receiving the assistance that they need to stay eligible.
- If at any time during the probation a student is failing a core academic subject, he/she will be removed from the team for the remainder of the season.
- Incomplete grades must be made up before any participation.
- All athletes must have a medical statement provided by a health care provider, dated January 1<sup>st</sup> of his/her 5<sup>th</sup> grade year, certifying that the student has passed a pre-participation physical exam prior to the beginning of the student athlete's middle school athletic career. Any student athlete significantly ill or injured since the last review must be re-examined by a health care provider in order to be eligible to participate.

#### B. BEHAVIORAL EXPECTATIONS

- Athletes are expected to be good citizens at school, home and in the community. In many ways they serve as role models to the other students.
- **No member will:**
  - Use or possess tobacco
  - Use or possess drugs/alcohol
  - Steal or commit vandalism
  - Demonstrate unsportsmanlike conduct toward officials, team members or members of the opposing team
  - Fight or argue with an official or member of the opposing team

Any violation of these very specific standards may result in **immediate dismissal** from the team.

- Team members will not be allowed to attend practice on the day(s) of in-school or out-of-school suspensions. Team coaches will assess the situation and determine if any consequences are necessary.
  - Coaches and teachers are expected to closely monitor the behavior of athletes and suspend or remove students from the team who are disruptive in class, during the school day, practice or competition.
  - All school rules and respective school consequences take priority over any extra curricular activity including athletic practice or competition.
- C. **TEAM**
- Students will not be permitted to practice or participate in an event/competition on a day when they are absent from school or arrive at school after 11:30 AM, unless it is for a medical appointment or family emergency.
  - It is expected that students selected for teams will make a commitment to attend all of the team's practices and competitions.
  - Every athlete is expected to travel to and from an athletic event with the team. Exceptions may be granted based on extenuating circumstances. Written notes from a parent should be presented to the athletic director/administration for consideration and decision.
  - Student athletes are responsible to return their uniforms along with any other school athletic equipment, in an expected condition given reasonable wear and tear.



- It is expected that the school will receive financial reimbursement for any lost, damaged, or stolen items.

**Sanborn Regional Middle School offers the following athletic programs:**

Field Hockey, Soccer, Cross Country, Cheerleading, Basketball, Track, Baseball, Softball

- II. **MIDDLE SCHOOL CLUBS, ORGANIZATIONS AND ACTIVITIES:** As with athletics, Sanborn's clubs, organizations and activities are designed to promote socialization and enhance one's connection to the school. Although participation is highly encouraged, academics and behavior will be closely monitored and may have an effect on one's continued ability to participate. Sanborn Regional Middle School offers a variety of extra-curricular activities which have included but are not limited to:

National Junior Arts Honor Society, Drama, Computer/Robotics, Intramurals, Student Council, National Jr. Honor Society, Yearbook, SAT Prep, Magic the Gathering, Ski Club

**ATTENDANCE, ABSENTEEISM AND TRUANCY**

**SRSD File: JH**

**STATEMENT OF PURPOSE**

This policy is to define acceptable reasons for absence from school, the responsibilities of parents and school administration with respect to New Hampshire's compulsory education laws, and the consequences of excessive absences and/or truancy.

**STATEMENT OF POLICY**

It is the duty of the parent or guardian to ensure a child's full-time attendance at school (RSA 193:1). Regular and punctual attendance will be required of each student in the District. To assist the parents, school officials will establish procedures for each parent or guardian to notify the school in the event a student will be absent. Acceptable reasons for an excused absence shall be limited to illnesses or other medical concerns, judicial procedures, religious observations, and bereavement.

It is the responsibility of the Superintendent of Schools and site administrators to ensure that procedures are reviewed, revised, and appropriate for the age of the students at each school.

Each school principal is responsible for overseeing attendance procedures and ensuring that:

1. Attendance is prompt, accurately checked and reported to the school office for each class.
2. Student absences are recorded.
3. All permanent records of student attendance are appropriately maintained.
4. A process is followed to notify parents/guardians of students whose number of absences approaches the limits outlined in RSA 193:1. These communications will encourage parents/guardians to assure their students attend school more regularly, and offer appropriate support. In extreme cases, local law enforcement and state/local child welfare agencies may be contacted to encourage compliance.

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents/guardians must promptly inform the school's attendance clerk. The Principal or his/her designee may require parents/guardians to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parents/guardians shall contact the Principal or designee prior to the absence, requesting for the absences to be excused. The Principal or designee will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents. If the Principal or designee determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider the initial determination. The Principal's decision shall be final.

**FAMILY VACATIONS/EDUCATIONAL OPPORTUNITIES**

Generally, absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to their child's teacher(s) at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.

## **TRUANCY**

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitutes habitual truancy. A half-day absence is defined as a student missing more two hours of instructional time and less than three and one-half hours of instructional time. Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

## **INTERVENTION PROCESS TO ADDRESS TRUANCY**

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above. When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention process will include, but not be limited to steps that:-

1. Investigate the cause(s) of the student's truant behavior;
2. Consider, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involve the parents in the development of a plan designed to reduce the truancy;
4. Seek alternative disciplinary measures, but still retain the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline

## **PARENTAL INVOLVEMENT IN TRUANCY INTERVENTION**

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student's parent a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal or his/her designee to discuss the student's truancy and to develop a plan for reducing the student's truancy.

## **DEVELOPING AND COORDINATING STRATEGIES FOR TRUANCY REDUCTION**

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

## **PARENTAL NOTIFICATION OF TRUANCY POLICY**

The Superintendent shall also ensure that this policy is included in or referenced in the student handbook and is made available to parents annually at the beginning of each school year.

Truancy issues could result in the student's loss of privileges such as: Participation of co-curricular activities, parking permits or promotion to the next grade. In habitual cases of non-compliance, the matter may be turned over to the police department for court action.

A student's signed Individual Education Plan may include additional specific acceptable reasons for an excused absence or allow a greater number of excused absences.

## **HOMEBOUND INSTRUCTION**

Student illness, injury or other documented reasons may impact attendance. Students who provide proper documentation of the reasons for extended absence may be eligible for homebound instruction. The Superintendent of Schools, or his/her designee, shall follow procedure to provide instruction and report progress.

The following procedures will be in effect to carry out the homebound instruction program:

1. The parent requests in writing to the Principal that the child receive home instruction for an estimated period of time. A doctor's recommendation as to why the child should not attend school must accompany the request.

2. The Principal must recommend home instruction. The Superintendent of Schools or his /her designee will authorize this request and make arrangements for home instruction.
3. The home instruction provider will prepare a weekly report on progress and will submit student work for classroom teacher review. Weekly reports will be filed with the Principal and the Superintendent of Schools, or his/her designee.

Home instruction for reasons other than illness or injury must have prior approval from the Superintendent's Office.

## **LEGAL REFERENCE**

RSA 189:34, Appointment  
 RSA 189:35-a, Truancy Defined  
 RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil  
 RSA 193:7 Penalty  
 RSA 193:8, Notice Requirements  
 RSA 193:16 Bylaws as to Nonattendance  
 NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism  
 NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

## **HISTORY**

Effective: August 23, 1995  
 Revised: November 3, 1997  
 Revised: September 6, 2006  
 Revised: December 1, 2010  
 Revised: December 5, 2011  
 Revised: February 19, 2014  
 Revised: May 15, 2019

## **ANIMALS IN SCHOOL**

1. The principal shall approve all animals that are brought into schools for instructional purposes.
2. Animals shall be housed in suitable, sanitary self-contained enclosures appropriate to the size of the animal.
3. Teachers shall be responsible for ensuring enclosures are kept in sanitary conditions. The maintenance staff will monitor the situation. Problems will be brought to the attention of the principal.
4. Animals shall not be allowed to roam freely in the classroom.
5. Animals shall not be left in school during holiday periods or extended weekends. Teachers shall be responsible to make arrangements for their care in other locations.
6. Prior to introducing any animal into the classroom, teachers shall be certain that:
  - Students and school personnel are not allergic to the presence of the animal.
  - If rabies vaccine is required for an animal, proof of the vaccine must be shown to the school nurse prior to the visit.
  - The animals will present no physical danger to the students.
  - Students will be instructed in the proper care and handling of the animal to ensure safety.
  - Appropriate instruction is taught regarding hand washing after handling the animal.

## **BICYCLES, SKATEBOARDS, ROLLER BLADES AND SCOOTERS**

Bicycles may be ridden to school when the weather permits. Upon reaching Memorial School, students must walk their bicycle on the left side of the road (walking opposite the flow of traffic) until they reach the bicycle parking area where the bicycle should be parked and locked. The school does not accept any responsibility for bicycles. Violations of these rules may result in the loss of bicycle privileges.

Students bringing skates, skateboards or scooters onto Sanborn Middle School property need to obey the following rule:

### **DO:**

Wear safety equipment including helmets, gloves and pads.  
 Use skates, skateboards and scooters in a safe and courteous manner.

### **DON'T:**

Use this equipment inside the building.  
 Ride at entrances/exits or on walkways on school property.  
 Use this equipment until all buses have departed from school grounds and all school activities have concluded.

**NOTE:** Motorized scooters are prohibited at SRMS.

Violation of these rules may result in the loss of using your skates, skateboards or scooters at school. Bicycles should be locked to the bike rack adjacent to the school. We cannot be responsible for bicycles damaged or stolen at school.

## **CHEATING AND PLAGIARISM**

Cheating and Plagiarism are very serious offenses. In both cases you are taking credit for work done by others, not work that you have done for yourself. When teachers and/or administrators determine that cheating or plagiarism has occurred, the following consequences shall result:

- **Cheating:**  
The student will receive a grade of zero on the formative or summative. Parents will be notified and a restitution project may be given by the teacher. A student that allows or assists in cheating is subject to the same consequences.
- **Plagiarism:**  
The student will receive a grade of zero on the assignment, Parents will be notified and a restitution project may be given by the teacher. A student that allows or assists in plagiarism is subject to the same consequences.

## **DAILY PROCEDURES**

Public address announcements are made during a break at the beginning of 3<sup>rd</sup> period and before dismissal. Dismissal is at 2:15 PM for all students. Upon dismissal, it is expected that all students not directly involved with after school activities will leave school grounds.

## **DISMISSALS**

Parents are encouraged to schedule medical and dental appointments outside of school hours. In the event that a student does need to be dismissed, he/she should bring a note to the Main Office before going to first period. The note should state the time of dismissal. Students will be called from class when the parent arrives for a dismissal. Dismissals between the times of 2:10 and 2:15 are discouraged due to the bus traffic.

Any student being dismissed during the school day must be released through the Main Office when he/she leaves and must report to the Main Office when he/she returns. An exception to this is ill students who are dismissed through the Health Office.

Students will **only** be released to a parent or legal guardian, or through the health office to someone designated on the Student Emergency Card. A student will **NOT** be released to any other person, even an older sibling, except with specific written permission from the legal guardian. This written request must be made to the principal's office.

## **DRESS CODE**

Sanborn Regional Middle School students should take pride in their appearance and **DRESS FOR SUCCESS!**

Proper attire is defined as that which is clean, that does not display inappropriate or suggestive words, phrases, or illustrations, and appropriately covers the body. In addition, clothing should be safe, not interfere with vision or movement, and should not disrupt the learning process.

**The following is NOT considered appropriate for school: clothing, insignia, symbols or adornments worn or carried about which may promote the use of any controlled substance, including but not limited to drugs, alcohol or tobacco; Clothing with offensive and/or vulgar words, pictures, drawings, or includes phrases of a sexual nature or phrases that have derogatory language regarding a person's ethnic background, religious belief, sexual orientation or disability is unacceptable.**

- Clothes should cover the body and be conservative. Revealing clothing such as tank tops meant to be worn under as undershirts, short skirts, short shorts, open sided shirts or clothing with holes is prohibited. Shorts, skirts and dresses should be mid-thigh length. Tops and blouses should have straps that are at least two inches wide. Bare abdomens should not be showing. Males should not wear shirts showing bare chest sides. Pants should not drag the floor.  
Shorts, skirts or tops (of proper length) are to be worn over leggings, tights, yoga pants, or similar tight fitting attire.
- Pajamas or loungewear is not permitted.
- Unsafe shoes such as "heeleys" are strictly prohibited.
- The administration and school nurse reserves the right to determine the appropriateness or inappropriateness of students clothing within the guidelines spelled out in the handbook.
- Students are provided a locker to store outdoor clothing and back packs while attending classes. Backpacks may be allowed in the classroom at the teacher's discretion.
- Hair should be clean, neat and styled in a manner that does not interfere with vision or the ability to do

school work. Hats and headgear should be removed upon entering the building. Bandanas are not permitted except as headbands or sweatbands in sports activities. Any clothing that becomes associated with student gangs or terrorist groups is prohibited.

- In the event of a dress code violation, the student may be asked to call a parent/guardian to bring in a change of clothing. Jewelry and accessories may be taken away and returned at the end of the day or a parent/guardian will be called to reclaim the item from administration
- The consequences for repeated violations may result in an in-school suspension or out-of-school suspension.

### **EMERGENCY CLOSING OF SCHOOLS**

At the discretion of the Superintendent of Schools:

- a) School opening may be delayed for 1 or 2 hours.
- b) School may not open for the day.
- c) Students may be dismissed before the end of the school day.

### **The following radio and television stations will broadcast emergency closings:**

|                 |           |  |
|-----------------|-----------|--|
| WHEB Portsmouth | 100.3 FM  |  |
| WMYF Exeter     | 1540 AM   |  |
| WTSN Dover      | 1270 AM   | <i>*Notification for delay will be made by 5:45 am.</i>                            |
| WOKQ Dover      | 97.5 FM   |  |
| WMUR-TV         | Channel 9 | <b><i>Closings will also be listed on these TV and radio station websites.</i></b> |
| WBZ-TV          | Channel 4 |  |
| WCVB-TV         | Channel 5 |  |

\*Notification may also be made by our Alert Now Telephone System.

### **EMERGENCY PROCEDURES (CEMPS)**

The Sanborn Regional School District is committed to ensuring the safety of its students and staff. Members of the administration, professional personnel and support staffs have received training in emergency procedures and have adopted the following recommendations of the New Hampshire Office of Emergency Management.

**Emergency Techniques:** *The first person who is aware of a situation should immediately direct nearby people to safety and then notify the office by intercom or telephone.*

**Secure Campus** - When the announcement is made:

1. Students should report to the nearest classroom.
2. Close all windows, lock classroom doors and do not leave for any reason.
3. Cover all room and door windows.
4. Stay away from all doors and windows and move to interior walls and drop.
5. Shut off lights.
6. Please Be Quiet!
7. Wait for further instructions.

**Shelter in Place** - When the announcement is made:

1. Students are to be cleared from halls immediately and report to assigned classrooms.
2. Close and tape all windows and doors and seal the gap between the bottom of the door and the floor.
3. Take attendance. Report missing students.
4. Do not allow anyone to leave classroom.
5. Stay away from all doors and windows.
6. Wait for further instructions.

**Drop and Cover** - When the command **DROP** is given:

*DROP* - take cover under a nearby desk or table and face away from windows.

*COVER* - your eyes by leaning your face against your arm.

*HOLD* - on to the table or desk legs.

*WAIT* - for further instructions.

**Evacuation** - When the announcement is made:

1. Take the closest and safest way out of the classroom (as posted).
2. Do not stop for student/staff belongings.
3. Go to designated area and wait for further instructions.
4. Check for injuries.
5. Take attendance. Report missing students to command post.

**Reverse Evacuation** - When the announcement is made:

1. Move students/staff inside as quickly as possible.
2. Report to classroom.
3. Take attendance. Report missing students.
4. Wait for further instructions.
5. **Do not** dismiss with fire alarm.

**ALICE**

1. A = Alert
2. L = Lockdown
3. I = Inform
4. C = Counter
5. E = Evacuate

**RADIOLOGICAL EMERGENCY RESPONSE PLAN AS IT EFFECTS SRMS**

**DEPENDING ON THE EMERGENCY CLASSIFICATION LEVEL, THE FOLLOWING ACTION WILL BE TAKEN:**

**Unusual Event at the Seabrook Nuclear Power Plant:**

1. **No Alert** - No notification; no action required.
2. **Alert** - School may be notified. No action required unless directed. Standby status, Superintendent of Schools may order school cancellation via normal procedures as a precautionary measure.

**Site Area Emergency or General Emergency:**

1. **School in Session** - School will be notified and may be directed to undertake a protective response, such as early dismissal, sheltering or evacuation.
2. **School Not in Session** - The Superintendent may cancel school via normal procedures as a precautionary measure.

**INSTRUCTIONS:**

1. Turn on AM/FM radio to WOKQ (97.5 FM).

**SHELTERING:**

1. Close all windows.
2. Turn off all ventilation systems using outside air.
3. All students are to remain indoors and away from windows.
4. Await further instruction.

**EVACUATION:**

Our first local evacuation site will be Memorial School. If an evacuation from Newton is necessary, the Superintendent or Emergency Broadcast System personnel will announce that evacuation has been recommended. The following procedures will then be followed:

1. Students and faculty will be instructed to assemble in the gymnasium.
2. Teachers and other staff will have student information and emergency response materials with them.
3. Students may be released to parents/legal guardian if they arrive prior to boarding the bus. Students will be signed out and dismissed by their teachers.
4. All remaining students will be transported to the reception center (**Southside Junior High School, Manchester, NH**), where they may be picked up by parents/legal guardians. At least one faculty member will accompany the students on each bus.
5. School representatives will be assigned to supervise the students until they are picked up at the reception center by their parents/legal guardians.

**FIRE DRILLS**

Fire drills are held on a regular basis to ensure that everyone in the school will know what to do in the event of a real fire. Every fire drill should be thought of as an actual emergency. It is the responsibility of each student to conduct themselves in the proper manner. Talking, pushing, running, or fooling of any kind cannot, and will not, be tolerated.

**GUM, CANDY, HATS AND BACKPACKS**

Students are permitted to chew gum in school with teacher permission. Please dispose of your gum in an appropriate and clean fashion. Please refrain from bringing candy as a snack. Soda, monster drinks or high sugar/caffeine drinks are not permitted as a snack or lunch beverage. Hats are not permitted to be worn in the building with the exception of fund raising and other approved social events. Students are encouraged to keep their backpacks in their lockers. In some classes such as labs backpacks may not be permitted due to safety concerns. Fidgets

(spinners, compression balls, model magic, etc.) are permitted as a tool. Fidgets are allowed as a toy at the teacher's discretion.

### **LIBRARY BOOKS**

Students may sign out books for a two-week time period and renewed as needed. Each month a list of overdue books will be posted. If the books are not returned, students will be charged for the book. A notice will be sent home for books not returned.

### **LOCKERS**

Each student is assigned a numbered locker at the beginning of school year. Lockers may not be shared or exchanged without administrative permission. Students are not allowed to enter lockers they had from previous years. Items such as pictures and schedules may be taped inside locker doors. Writing on the lockers is not permitted. The administration reserves the right to search a student's locker when they have reason to suspect inappropriate items are present.

### **LOST AND FOUND**

The school cannot be responsible for items that have been misplaced or stolen. A "Lost and Found" will be located in the storage area near the kitchen. Items will be displayed so that all students have the opportunity to retrieve lost items. At several times during the year we will bundle all items and donate them to charity.

### **BREAKFAST PROCEDURES**

Breakfast is available on a daily basis. A type "A" breakfast costs \$1.75. Free and reduced breakfasts are available for those who qualify.

**It is anticipated that rates will change.**

### **LUNCH PROCEDURES**

Hot lunches are served daily. The cost of a type "A" lunch is \$2.75. Payment can be made in advance or may be made when purchasing food. Free and reduced lunches are available for those who qualify. Applications will be sent home in September and may be obtained through the Office at any time.

Parents can monitor their child's account through My School Bucks. This site allows you to add money to your child's lunch account and get an itemized list of purchases. <https://www.myschoolbucks.com> can be accessed through the District website from the parents tab.

**It is anticipated that rates will change.**

Soda, high caffeine or sugar drinks should not be brought to school for lunch.

### **MATERIALS FOR STUDENT LEARNING**

Although not provided, the following materials are considered **very important** for all students to have:

- One large 3-ring binder
- One assignment book (ALL students are given a combination student handbook/student assignment book at the beginning of school year)
- Loose-leaf paper for 3-ring binder
- Subject dividers with tabs for 3-ring binders and/or pocket folders for 3-ring binders
- Pens (blue or black)
- Pencils with erasers
- Physical Education: Active footwear is **required** for participation in gym class.

The following materials are **not** mandatory, but are **recommended**:

- Colored pencils
- Ruler (with holes to fit into binder)
- Reinforcements for loose-leaf paper
- Small calculator, compass and protractor for math
- Pencil case (small enough to fit into 3-ring binder)
- Dictionary

The following materials are **optional**, but handy to have at home:

- 3-hole punch
- Highlighters

- Fine point colored markers
- White-out (if not used to excess)
- Atlas
- Thesaurus

We have found over the years that the following supplies are not generally helpful and we strongly discourage students from purchasing them:

- Store bought assignment books
- Folders
- Spiral bound notebooks (a few teachers require these or other types of notebooks. Students should wait until **after** school starts to see if they are needed.)

### **NOTIFICATION OF AFTER-SCHOOL ATTENDANCE**

In the event that a student is assigned a detention, or is required to remain after school for a teacher for extra help or other academic concerns, a one-day notice will be given. It is the student's responsibility to inform his or her parents. If a student has a conflict with the assigned date, i.e., dentist appointment, the parent should contact the teacher to reschedule the commitment. In the event that a student is absent, or if school is canceled, the commitment will be reassigned.

### **PARENT NEWSLETTER**

Each Friday, the middle school publishes a parent newsletter entitled "**The Bridge**". Dates of upcoming events, highlights of the week and items of interest will be included. The deadline is Thursday at 12:00 PM if anyone has items to input. This newsletter is posted on our website each week and hard copies are available in the office.

### **SCHOOL BOUNDARIES**

Students must stay within the school boundaries once they arrive and at all times during the school day. Permission to leave must be granted by the principal and students must check out through the main office. Any student who leaves without permission will be suspended for a minimum of one day. If a student leaves school boundaries upon dismissal, he/she is not entitled to return and then take the late bus home. School boundaries generally comprise all areas in sight of the building. Anyone unsure of the boundary areas should contact the principal.

### **STUDENT FEES. FINES. AND CHARGES**

1. Nominal fees may be charged for consumable materials, student projects, and special items in particular courses and activities selected by the student.
2. Parents are expected to pay an appropriate charge for any textbooks or district-owned materials that children lose or damage. Parents of students with lost or damaged items will be notified.

### **VISITORS**

We encourage parents to visit and volunteer in our school. Whenever possible, parents are welcome to chaperone trips, attend special assemblies, and participate in a wide range of school events. All guests must check in at the front office, sign in and obtain a visitor's pass before entering the building.

If parents wish to have a meeting with a teacher, they should make an appointment in advance. Conferences can take place at various times during the day but cannot be held during the time a teacher is scheduled to teach or be with a class. If parents find it necessary to deliver lunches, articles of clothing, instruments, etc. to school, please leave them in the office. The office staff will get items to the appropriate student.

### **STUDENT VISITORS**

There are no student visitors allowed at Sanborn Regional Middle School except with the permission of the principal. The principal will grant permission for a visitor if the visitor is part of a lesson that a teacher may want to teach. An example might be if a teacher requests to have a student from a foreign country visit their class. No former students or graduates will be permitted to visit during the school day. They may visit after school hours with permission from the administration.

### **SURVEILLANCE CAMERAS**

Cameras have been installed in the interior and exterior of the building and can be reviewed by administration when necessary.

### **TARDY TO CLASS**

Students are expected to move between classes in an orderly fashion and be on time to class. Students who are



tardy to class can expect the following consequences:

- First incident - teacher warning
- Second incident - written notice to the planning room and a lunch detention

### **TEXTBOOKS AND SCHOOL MATERIALS**

Students are responsible to see that textbooks and all district-owned materials receive good treatment. All textbooks must be covered. Any book or material that is lost or damaged will result in an appropriate fee.

### **UNSUPERVISED CLASSROOMS**

Students are not allowed to be in any classroom during or after school hours **without** a teacher present.

### **EXTRA-CURRICULAR ACTIVITIES**

#### **NATIONAL JUNIOR HONOR SOCIETY**

The National Junior Honor Society is comprised of seventh and eighth grade students who have outstanding qualifications in the following areas:

- Academic Achievement (data from first two trimesters of 7th grade): High Honors (3.5 and above, each class - core only) for both trimesters
- Leadership: Team Captain, Classroom Participation, Student Council, etc.
- Service: Scouts, 4H, Religious/church groups, etc.
- Character: Responsible, Respectful, Trustworthy, etc.
- Citizenship: Community involvement, obedience to rules in and out of school, etc.

Invitations for NJHS application are mailed home based on academic data gathered from the first two trimesters.

\*Examples listed are not intended to be exclusive.

#### **STUDENT COUNCIL**

The Student Council is open to all students who are interested. Announcements are made to alert students who may wish to join. The Student Council has input on the rules and regulations for the student body, organizes and assists administrating school dances, assemblies, activity programs, etc., and represents the students in conferences with the administration.

#### **DANCES**

Dances are offered at the Middle School on a regular basis. Our dances start at 7:00 PM and run until 9:00 PM. Dances are a privilege not a right. A student may be excluded from attending based on issues including but not limited to attendance or disciplinary infractions. Any student that violates the School District Policy regarding drugs and alcohol or fighting will not be permitted to attend dances for the remainder of the school year.

We welcome parents as chaperones. Parents are requested to pick up their children promptly at 9:00 PM. Because high numbers of students regularly attend dances, the pick-up of students after a dance can be lengthy. Please assist us by following the directions of the police officers and school staff as you come on the campus to pick up your child. Student pick-up is from the Middle School and students will not be allowed to cross the field to be picked up at the Memorial School. Although this can be a slow process, you and your child's safety is our **first concern**.

1. Students who have been sent to the Planning Room more than once during the week of the dance, or have been given an in-school or out-of-school suspension within the previous 14 days may be excluded from attending the dance.
2. If there are any unexcused tardies the week of the dance, students may not be allowed to attend.
3. Only Sanborn Regional Middle School students or home-schooled students from our district are allowed to attend dances.
4. Once inside the school building, students may not leave until their ride home arrives. Once students leave the dance they cannot reenter the dance.

#### **FIELD TRIPS**

Field trips are intended to be enjoyable, education related pursuits. Because of the educational nature of most trips, students are expected to attend. Parental permission slips are required for each trip. Information concerning time, place, and cost will be sent home with the permission slip. All school rules are in effect during field trips. Student behavior will be considered before allowing students to participate.

Any student who has received an in-school or out-of-school suspension 14 days prior to a field trip may be excluded from attending. In addition, excessive trips to the planning room could also eliminate a student from attending a field trip.

## **AREAS OF SPECIALTY**

### **ACCELERATED MATH - 7<sup>th</sup> GRADE**

Accelerated Math will progress at a rapid pace, covering 7<sup>th</sup> grade concepts in depth and involving a substantial amount of homework. Significant self-discipline, hard work, and self-motivation are required. This class may not be appropriate for all students. Invitation letters are sent home in June based on the following:

- Placement in 7<sup>th</sup> grade Accelerated Math will be determined by the Principal and the student's end of the year math grade.

### **ACCELERATED MATH - 8<sup>th</sup> GRADE**

In Math 1, students will formalize and extend the mathematics learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Placement in 8<sup>th</sup> grade Accelerated Math will be determined by the Principal and the student's end of the year math grade.

### **SCHOOL COUNSELING PROGRAM**

The school counseling program shares the responsibility for contributing to the growth and development of all children. The emphasis of the program is on the child as a learner in a school community. Through the counseling program students are assisted in the process of maturing and adapting as they seek to understand and accept themselves and others, meet the developmental challenges of adolescence, learn efficiently and develop a positive self-image.

Key performance responsibilities of the school counselors include:

- Guiding individuals and groups of students toward maximum adjustment in their school experience both socially and academically.
- Providing consultation and recommendations to parents, staff and students regarding academic and behavioral progress and community and regional support resources.
- Working with teachers in the classroom to assist them in meeting the unique needs of their students and to provide ideas for integrating affective issues into the curriculum.
- Carrying out administrative functions to ensure program implementation.
- Coordinating the school testing program.

Parents with specific questions or concerns regarding any aspect of their child's progress in school should feel free to contact the school counselor, through the classroom teacher or by calling the main office.

### **HEALTH OFFICE**

"The mission of the Sanborn Regional School District Health Services Program is to enable and support life-long learning which encourages all learners to achieve consistently, to master skills, to acquire knowledge, and develop the ability to make informed choices which will positively affect their health and well-being."

### **GENERAL HEALTH OFFICE INFORMATION**

- A Health Office Website with information on asthma, nutrition, fitness, medication policies & forms, Epi-Pens, immunization requirements and mental health can be accessed from the SRSD Home Page, [www.sau17.org](http://www.sau17.org). This site is for students as well as parents/guardians.
- Any child with a temperature of 100 degrees or above with signs of illness will be sent home and must be fever free for 24 hours before returning to school.

- Students should not use personal cell phones to text or call a parent requesting to be dismissed. All dismissals regarding illness need to be screened through the health office. In the absence of a visit to the nurse, the parent and student will be directed to the health office so the nurse will be aware of the dismissal and able to make any appropriate documentation.
- Students diagnosed with strep throat or conjunctivitis must be on an antibiotic for twenty-four (24) hours before being re-admitted to school.
- Students unable to participate in gym class should have a note from a parent or physician explaining the reason for their inability to participate.
- Screening for pediculosis (head lice) will be held as the need arises. If your child is found to have head lice, you will be called to pick him/her up and given information on treatment. School re-admittance policy requires the child to be brought in by a parent/guardian to the health office for nurse evaluation prior to re-entry to school.
- Should your child develop a communicable disease (chicken pox, measles, etc.) it is necessary for a doctor's note prior to re-entry to school.

**If a student is absent five (5) consecutive days, a physician's note explaining the reason for the absence and any treatment to be continued in school, should be sent to the health office on his/her return to school.** The principal will notify students with a prolonged pattern of absenteeism, and a doctor's note may be required before the 5<sup>th</sup> day. **Parents need to call 382-6226 by 7:30 am to report their child's absence each day their child is out of school.** If contact is not established, the police will be contacted to find out why your child is absent. Your child's safety is our primary concern.

### **MEDICATION ADMINISTRATION POLICY**

Dispensing of medications, prescribed and over-the-counter, during school hours is governed by a state and district policy and is strictly adhered to.

- Students are not allowed to take/keep medication on their person, on the bus, in the classroom, or in a locker. The only exceptions to this will be students who require inhalers for their asthma and students with severe allergy reactions who require Epi-Pens. **Completion of the "Inhaled Medication Administration Form" and the "Epi-Pen Medication Administration Form (Self Administration)" is required by both the child's healthcare provider and the parent/guardian in order for the student to keep these medications on his/her person.** This medication is otherwise stored in the health office. Any additional questions or concerns may be addressed by contacting the nurse at 382-6226.
- All medication forms may be downloaded from the "Health Office" link on the SRSD home page, [www.sau17.org](http://www.sau17.org) or picked up in the SRMS Health Office.

### **PRESCRIPTION MEDICATION**

- A Parent/Guardian must bring the medication to school in the original labeled container. (Pharmacies will usually provide a second container for school at no cost.)
- Completion of a **"Physician's Request for Administration of Medication"** form by the physician stating the medication to be given, reason for administration, dosage, time and duration. These are available in the Health Office or on the Health Office Website.

### **NON-PRESCRIPTION MEDICATION**

The Health Office will stock some over-the-counter medication such as acetaminophen tablets (Tylenol) and antacid tablets (Tums). Your child will bring a form home for you to complete the first day of school. This signed form must be on file in the health office before your child can receive any of these over the counter medications. Non-prescription medications such as Advil or liquid preparations of medications will not be stocked but may be supplied by you and kept in the Health Office. These medications will require the original container and completion of the **"Parent's Request for Administration of Non-Prescription Medication"** form (in Health Office or on Website).

### **IMMUNIZATIONS**

In accordance with He-P 301.12, every parent or guardian of a child to be enrolled in a New Hampshire school shall, prior to his/her admittance, provide documentary proof of acceptable immunization. **All entering 6<sup>th</sup> graders** must provide proof of TDAP Booster and varicella (chicken pox) immunity, documented by one of the following: date of the disease provided by a parent/guardian or physician, date of receipt of the varicella vaccine, or a lab test indicating varicella immunity. In accordance with He-P 301.13, **all entering 7<sup>th</sup> graders-must** provide proof of receiving a second measles immunization or proof of measles immunity prior to the beginning of school. All students must have a tetanus immunization booster every 10 years. If a child turns 11 years of age

on or after the first day of school, they are required to have a TDAP vaccine prior to the first day of the next school year.

If your child receives any immunizations or physical exams during the school year, please have the physician document this and send in a copy to the school nurse so that your child's medical records may be updated. This information may be faxed to the nurse at 603-382-9771. If any new allergies or medical conditions arise, or your child is on daily medication, please alert the health office so that the nurse will have the necessary background information to provide your child with the best care possible. Please do not hesitate to call the nurse with any questions or concerns at (603) 382-6226, Ext. 106.

### **MEDIA RESOURCE CENTER**

In keeping with the philosophy of the school, the goal of our Media Center is to assist students in developing a commitment to be informed decision-makers and lifelong learners.

The Media Center is an integral part of the school curriculum and the collection has been developed to meet the needs of students and staff. There is a variety of magazines, newspapers, books, reference materials, audio-visual equipment as well as professional resources for teachers. Computers with Internet capability are available to aid students in their research.

The Media Generalist and classroom teachers work together to assure students develop and master the skills necessary to use the Media Center effectively. Students are encouraged to use the Media Center for reading, quiet study, and research.

### **SPECIAL EDUCATION**

Teachers at the Sanborn Regional Middle School utilize many different types of learning strategies to help their students grow to their fullest potential. In some instances teachers or parents may have concerns about a child's progress to the extent that they question whether the child is educationally handicapped as defined under federal and state law. In these cases, teachers and parents work in conjunction with the special education personnel to assess the extent of a child's difficulty and determine if the child is educationally handicapped.

If, as a result of this process, the child is determined to be educationally handicapped, the classroom teacher and special education support staff may provide services directly or indirectly through a collaborative effort.

The SRMS special education staff has expertise in the areas of speech and language development, motor development and learning issues that may interfere with a child's ability to learn skills in the areas of reading, writing or mathematics. The extent of assistance received is determined by the special needs of the student.

The philosophy of SRMS is that **ALL** students have a right to be educated with their peers. Accordingly, whenever appropriate and to the greatest extent possible, special needs students are included with their peers in the classroom.

Parents with questions, or who have special concerns about their child, should contact their child's teacher(s) to arrange a time to discuss these concerns and to determine if a referral to special education would be in order.

### **BEHAVIORAL EXPECTATIONS**

#### **INTRODUCTION**

There will be a clearly defined standard of behavior within the Sanborn Regional Middle School community that promotes a safe and productive learning and teaching environment.

All members of this community have the responsibility to conduct themselves in a way that demonstrated a mutual respect for all individuals, their rights and their property.

Bullying will be treated in a very serious manner at Sanborn Regional Middle School.

#### **CELL PHONES**

During the 2019-2020 school year the Middle School will employ the following cell phone (personal device) policy:

Students may have "silenced" cell phones in their backpacks or in their locker.

The following usage zones are in effect:

**Red Zone:** An area designated as Red indicates that any cell phone use is strictly prohibited. A classroom designated as a Red Zone restricts all cell phone use. All restrooms and hallways are designated as a Red Zone.

**Yellow Zone:** An area designated as Yellow indicates that cell phones may be in use in a limited capacity as permitted and directed by the teacher.

**Green Zone:** An area designated as Green indicates that cell phones may be in use for school related tasks as permitted and directed by the teacher. At lunchtime, the cafeteria will be designated as a Green Zone. Each teacher has the right to permit the use of cell phones for instructional purposes.

The student assumes all risks in bringing such devices onto school property or to school related functions.

## **PLANNING ROOM**

The Planning Room consists of three rooms that are often used for conferences, independent work, group work, and testing. It also serves as location for students that are sent out of class for disciplinary reason. In the event a student is sent to the planning for disciplinary reason, the student will not be allowed to use any electronics unless otherwise instructed by the teacher. Students that misbehave in the Planning Room could be suspended.

## **BULLYING**

Bullying is a kind of aggression that occurs when a person intentionally, and repeatedly, hurts or threatens someone else physically or verbally. Bullying always involves a power imbalance that makes it hard for the victim to defend himself or herself.

- 
- Bullying is generally repetitive, intentional, targeted and systematic.
- Bullying sometimes results in physical harm to the victim, but bullying isn't always visible. A bully can be sneaky, spreading lies about the victim or making others turn against the victim.
- Most bullying acts such as verbal taunting, name calling, mocking and spreading rumors intended to insult or hurt the victim. Sometimes these verbal acts lead to harmful physical acts.
- Verbal bullying can also occur via e-mail, notes, instant messaging or text messaging or social media.

## **IMPORTANT RULES AND REGULATIONS**

1. Attend school daily and come on time.
2. Leave all coats, jackets and backpacks in your locker unless otherwise instructed.
3. Move quickly from class to class. Enter the room quietly, take your assigned seat, and begin work as your teacher requests.
4. Be prepared to work every day. Bring whatever equipment is required for learning.
5. Do homework nightly.
6. Gum chewing may be prohibited in certain classrooms.
7. Electronic devices, including headphones are not allowed in hallways or classrooms unless permission is granted by classroom teachers for use in their rooms. Any electronic device causing a distraction will be confiscated. Items confiscated from students will be turned into administration by the end of the day and will result in the following consequences:
  - First offense: verbal warning
  - Second offense: call home
  - Third offense: a parent needs to come in to pick up the device
  - Fourth offense: possible in-school suspension
8. Do not engage in bullying, physical or verbal violence.
9. Demonstrate pride in your school building. Pick up trash and other items on the floor after yourself and others.
10. Use appropriate language and dress in a manner that shows respect.
11. Exercise self-control at all times.
12. Make good choices and accept responsibility for your actions.

## **GOALS AND OBJECTIVES**

In planning and maintaining both school and classroom settings that promote appropriate student conduct, the Sanborn Regional community is committed to the following objectives:

1. To promote mutual respect among students, staff/faculty, administration and parents through the display

- of appropriate language, attitude and physical behavior.
- 2. To maintain a safe and secure learning environment in which all students have the opportunity to reach their potential.
- 3. To promote each student's self-knowledge, self-discipline and self-reliance.
- 4. To recognize and value individual differences.
- 5. To recognize that the management of student behavior is the collective responsibility of students, staff/faculty, administrators and parents.
- 6. To maintain open lines of communication in a positive, fair and consistent manner while recognizing the individual needs of students.

Each child's education is the shared responsibility of the student, the parent/guardian and the school. Such a collaborative partnership can help motivate, support and encourage the student. When a large group of people work together in a community such as the Sanborn Regional Middle School, each partner must understand his/her responsibilities or roles and their relationships.

### **ROLE OF THE STUDENT**

- Every student has the right to a safe learning environment. Every student in the Sanborn Regional Middle School is responsible for knowing the school rules, understanding their importance and abiding by them throughout the school year. All rules and regulations apply within the building, on school property and in school vehicles. They are in effect during all curricular, extracurricular and special activities sponsored the school both on and off school property.

### **ROLE OF FACULTY AND STAFF**

- Every faculty/staff member has the right to a safe working environment. Educators must set and communicate clear expectations. Teacher's academic and behavioral expectations are designed to supplement the Sanborn Regional Middle School Behavioral Expectations. The establishment of classroom rules and management of classroom behavior is the responsibility of each teacher. Individual teachers may vary in their approaches to teaching and discipline, nevertheless, every faculty/staff member in the Sanborn Regional Middle School is responsible for knowing and acknowledging the significance of the Sanborn Regional Middle School Behavioral Expectations, and enforcing it consistently throughout the school year.

### **ROLE OF ADMINISTRATION**

- Every administrator has the right to a safe working environment. The administration will interpret the Behavioral Expectations and guidelines and will apply them in a manner consistent with their intent. Also, the administration has the responsibility to provide communication with members of the Sanborn Regional community on the nature of their decisions and to allow students and parents the opportunity for due process. Lastly, because all members of the school community are subject to both the laws of the State of New Hampshire and town ordinances, the administration cooperates with police and fire departments in the investigation of possible violations of laws or ordinances.

### **ROLE OF THE PARENT/GUARDIAN**

- Every parent/guardian has the right to know their child is in a safe learning environment. Each parent/guardian shares the responsibility for success in meeting the academic and behavioral expectations of Sanborn Regional Middle School and its community. Parents/guardians should be familiar with the Sanborn Regional Middle School Behavioral Expectations and feel free to initiate communication regarding disciplinary issues. Parents/guardians have the responsibility to support the academic and behavioral standards of the school.

### **CONSEQUENCES**

It should be pointed out that although students have many rights guaranteed by state and federal laws, these rights may end when they begin to interfere with the rights of others. Each right carries with it the responsibility to exercise that right wisely, and failure to do so may result in the loss of privileges. Specific consequences are determined on a case by case basis. Possible consequences include, but are not limited to:

- Referral to planning room
- Lunch detention
- Phone call to parent or guardian
- Conference with parent or guardian
- After school detention with teacher
- After school detention with administrator
- In-school/Out of school suspension, or expulsion

**REPORT OF THEFT, DESTRUCTION, OR VIOLENCE IN A SAFE SCHOOL ZONE  
TO LOCAL LAW ENFORCEMENT AGENCY**

INSTRUCTIONS: This report shall be completed by a public or private school employee jointly with his/her supervisor immediately after awareness of an incident of a criminal nature. Not all information will be available at that time, but missing data shall be filled in within 48 hours by the principal. This report shall be filed with the local law enforcement agency by the principal within 48 hours of the incident.

School Name: **SANBORN REGIONAL MIDDLE SCHOOL**      Principal's Name: **SANDY RUTHERFORD**

Address:      **31A WEST MAIN STREET**      School Telephone: **603 382-6226**

| DATE  | TIME   | LOCATION   |                                       |   |   |                                |                                   |  |   |  |
|---|--|--|---------------------------------------|---|---|--------------------------------|-----------------------------------|--|---|--|
| <div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;"></div> mo / day / year   | --    A.M.<br><br>--    P.M.                           |  |                                       |   |   |                                |                                   |  |   |  |
| <b>ALLEGED OFFENSES</b>   |  |  |                                       |   |   |                                |                                   |  |   |  |
| <table style="width:100%; border:none;"> <tr> <td style="width:50%; border:none;"><input type="checkbox"/> Drug/Alcohol</td> <td style="width:50%; border:none;"><input type="checkbox"/> Robbery, Burglary, Theft</td> </tr> <tr> <td style="border:none;"><input type="checkbox"/> Weapon(s)<br/><i>Indicate type of weapon:</i></td> <td style="border:none;"><input type="checkbox"/> Arson</td> </tr> <tr> <td style="border:none;"><input type="checkbox"/> Homicide</td> <td style="border:none;"><input type="checkbox"/> Criminal Mischief / Vandalism</td> </tr> <tr> <td style="border:none;"><input type="checkbox"/> Sexual Offense</td> <td style="border:none;"><input type="checkbox"/> Assault/Threatening</td> </tr> </table> |  |  | <input type="checkbox"/> Drug/Alcohol | <input type="checkbox"/> Robbery, Burglary, Theft | <input type="checkbox"/> Weapon(s)<br><i>Indicate type of weapon:</i> | <input type="checkbox"/> Arson | <input type="checkbox"/> Homicide | <input type="checkbox"/> Criminal Mischief / Vandalism | <input type="checkbox"/> Sexual Offense | <input type="checkbox"/> Assault/Threatening |
| <input type="checkbox"/> Drug/Alcohol   | <input type="checkbox"/> Robbery, Burglary, Theft      |  |                                       |   |   |                                |                                   |  |   |  |
| <input type="checkbox"/> Weapon(s)<br><i>Indicate type of weapon:</i>   | <input type="checkbox"/> Arson                         |  |                                       |   |   |                                |                                   |  |   |  |
| <input type="checkbox"/> Homicide   | <input type="checkbox"/> Criminal Mischief / Vandalism |  |                                       |   |   |                                |                                   |  |   |  |
| <input type="checkbox"/> Sexual Offense   | <input type="checkbox"/> Assault/Threatening           |  |                                       |   |   |                                |                                   |  |   |  |
| <b>DESCRIPTION OF INCIDENT</b><br>(Include the names and addresses of any witnesses if appropriate)   |  |  |                                       |   |   |                                |                                   |  |   |  |
|   |  |  |                                       |   |   |                                |                                   |  |   |  |
| <b>SUSPECT</b>  |  | <b>VICTIM</b>  |                                       |   |   |                                |                                   |  |   |  |
| Name:<br>Address:<br><input type="checkbox"/> Male <input type="checkbox"/> Female    Date of Birth <u>     /    /   </u><br><div style="text-align:center; margin-left: 100px;">M    D    Y</div>  |  | Name:<br>Address:<br><input type="checkbox"/> Male <input type="checkbox"/> Female    Date of Birth <u>     /    /   </u><br><div style="text-align:center; margin-left: 100px;">M    D    Y</div> |                                       |   |   |                                |                                   |  |   |  |
| Year Grade  |  | Year Grade   |                                       |   |   |                                |                                   |  |   |  |
| <b>EMPLOYEE REPORTING INCIDENT</b>  | <b>DATE REPORT COMPLETED</b><br>By Employee            | <b>DATE REPORT FILED</b><br>By Principal   |                                       |   |   |                                |                                   |  |   |  |
| Name:<br>School   | <u>     /    /   </u><br>M    D    Y                   | <u>     /    /   </u><br>M    D    Y   |                                       |   |   |                                |                                   |  |   |  |

## **RECESS RULES**

- No fighting, real or play.
- No contact games (e.g. tackle football)
- No pulling articles of clothing from another person.
- No throwing of snowballs or rocks. Teachers on duty may restrict the throwing of other objects that may lead to injury.
- Students are not allowed to leave the playground.
- Students should conduct themselves in a reasonable and responsible manner at all times.

## **IN-SCHOOL SUSPENSION (Planning Room)**

Students may be assigned to the In-school Suspension Room Planning Room by an administrator if the infraction is serious or if an infraction has been repeated. We will make every effort to contact the parent/guardian if a student has been assigned to the Planning Room for a serious infraction or if a student requires planning room time more than once in a given day. Students in the Planning Room will be given class work to complete.

### **REASONS A STUDENT MAY BE ASSIGNED AN IN-SCHOOL SUSPENSION**

- Cutting class; including Homeroom and Advisory.
- Failure to report to detention.
- Being sent to the planning room for behavioral infractions more than two times in one day.
- Disruption
- Swearing
- Excessive Horseplay
- Taking pictures of staff or students without permission from the photographed person \* depending on the circumstances this could result in an out-of-school suspension

## **OUT-OF-SCHOOL SUSPENSION**

It is a serious matter when a student is suspended from school. A hearing is held in the office of the assistant principal and the student is informed why and when he/she is being suspended. Whenever possible, parents are notified by phone before a student arrives home and by mail whenever a student is suspended. If they so desire, parents have the right to a meeting with the principal.

### **REASONS A STUDENT MAY BE ASSIGNED AN OUT-OF-SCHOOL SUSPENSION**

- Smoking. See School Board Policy in appendix.
- Possession, use, or sale of alcohol or drugs. See School Board Policy in appendix.
- Acts of violence against person or property. See School Board Policy in appendix.
- Bullying. See School Board Policy in appendix.
- Pulling down another student's pant or shorts ("pantsing").
- "Table Topping" - when a student kneels behind a student and another student pushes them.
- Extreme insolence or insubordination towards a staff member. (profanity directed at staff)
- Being disruptive in inside suspension or detention.
- Stealing.
- Sexual harassment - physical contact or after warning. See Policy in appendix.
- Being continually or extremely disobedient, rude, or disruptive.
- Knowingly misusing or damaging property belonging to the school, to teachers, or to students.
- Causing a hazardous or dangerous situation: fighting, throwing objects, climbing out of school windows, etc.
- Dangerous weapons. See School Board Policy in appendix.
- Leaving the building or school grounds without permission.
- Possession of cigarettes. (Including e-cigarettes/vaping and paraphernalia) See School Board Policy in appendix.
- Fighting: 3-5 days suspension. See School Board Policy in appendix.
- Repeated incidents of dress code violation, cutting class, excessive horseplay, excessive spraying of aerosols and sprays such as perfume and deodorants, tardiness to class.

Students returning from suspension will be able to make up tests and homework. They will have one day to make up work for each day suspended, i.e., after a three-day suspension, students must see teachers to make up tests and homework within three days. Contacting the teachers for all make up is the student's responsibility.



SCHOOL ADMINISTRATIVE UNIT NO. 17  
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Student's Name \_\_\_\_\_ School \_\_\_\_\_

Driver's Name \_\_\_\_\_ Bus# \_\_\_\_\_ Date \_\_\_\_\_

Dear Parent:

In order to guarantee your child and other children riding the bus the safe transportation they deserve, we are utilizing the following discipline plan:

OUR PHILOSOPHY

We believe all students can behave appropriately and safely while riding on a school bus. We will not tolerate students stopping drivers from doing their jobs or preventing other students from having safe transportation.

YOUR CHILD HAS CHOSEN TO VIOLATE THE FOLLOWING RULE(S):

Students will:

- \_\_\_ 1. Stay in their seats.
- \_\_\_ 2. Follow directions of and show courtesy and respect for bus driver.
- \_\_\_ 3. Refrain from pushing, shoving, hitting, cutting in line, or fighting at any time while on the bus or at a bus stop.
- \_\_\_ 4. Refrain from throwing objects or littering.
- \_\_\_ 5. Refrain from making excessive noise (shouting, whistling, making sound effects) or any action that may distract the driver.

IF A STUDENT CHOOSES TO BREAK A RULE. THE FOLLOWING CONSEQUENCES ARE APPLIED:

- \_\_\_ 1. 1<sup>st</sup> Incident: Driver verbally warns student. Date of Warning \_\_\_\_\_
- \_\_\_ 2. 2<sup>nd</sup> Incident: Driver submits written report to principal and parent receives a copy.
- \_\_\_ 3. 3<sup>rd</sup> Incident: Student is suspended from the bus and loses all transportation privileges for:  
Elementary - 1 day  
Middle/High - 3 days
- \_\_\_ 4. 4<sup>th</sup> Incident: Student is suspended from the bus and loses all transportation privileges for:  
Elementary - 3 day  
Middle/High - 5 days
- \_\_\_ 5. 5<sup>th</sup> Incident: Student is suspended for long-term and loses all transportation privileges.

SEVERE DISRUPTION

The following inappropriate behavior will result in AUTOMATIC SUSPENSION of all transportation privileges (3 days to long term) and payment for any property damage:

- \_\_\_ 1. Physical harm to student(s).
- \_\_\_ 2. Physical harm or threat of physical harm to driver.
- \_\_\_ 3. Use of vulgar or obscene language/gestures.
- \_\_\_ 4. Property damage and/or tampering with safety or emergency equipment.
- \_\_\_ 5. Disruptions which create a safety hazard.

COMMENTS

\_\_\_\_\_  
\_\_\_\_\_

ACTION TAKEN

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature