

Phone: 466-2776  
120 Main Street  
Gorham, NH 03581

ORIGINAL  
SCHOOL BELL  
1891  
GRANITE FROM  
ANN LARY SCHOOL

**Gorham Middle School**  
**2009-2010**  
**Handbook**

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# Gorham Randolph Shelburne Cooperative School District 2009-2010 SCHOOL CALENDAR

August	Sun	Mon	Tue	Wed	Thu	Fri	Sat
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
September			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
October					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
November							
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
<u>11/20 see below</u>	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
December							
			1	2	3	4	5
	6	7	8	9	10	11	12
<u>12/11 see below</u>	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
January						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

February	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28						
March							
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
April							
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	
May							
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
June							
			1	2	3	4	5
	6	7	8	9	10	11	12
<b>Total School Days:</b>	13	14	15	16	17	18	19
180	20	21	22	23	24	25	26
	27	28	29	30			

**Total School Days:**  
180

<b>Report Cards:</b>				
EFS - 12/10; 3/23; 6/16				
GMHS - 11/17; 2/8; 4/16; 6/30 (mailed)				

<b>Progress Reports:</b>		
EFS - 10/16; 1/26; 5/4		
GMS - 10/5; 12/14; 3/8; 5/17		

<b>End of Trimester:</b>		
EFS - 12/3; 3/16; 6/16		
<b>End of Quarter:</b>		
GMHS - 11/6; 1/26; 4/6; 6/16		

<b>Mid Year Exams:</b>		
GMS - 1/25, 1/26		
<b>Final Exams:</b>		
Grade 12 - 6/3 & 6/4		
Grade 11 - 6/14 & 6/15		

- |  |  |  |  |
|--|--|--|--|
| 8/25-8/27<br>Tues., Sept 1<br>Fri., Sept 4<br>Mon., Sept 7<br>Fri., Oct 9<br>Mon., Oct 12<br>Wed. Nov. 11<br>Thu/Fri 11/26-11/27 | Staff Inservice Days<br>First day of School<br>Students and Staff Off<br>Labor Day<br>NC Inservice Day<br>Columbus Day<br>Veteran's Day Break<br>Thanksgiving Recess | 12/24 - 01/01<br>Mon., Jan 18<br>M-F-2/22-2/26<br>M-F-4/19-4/23<br>Mon., May 31<br>Fri., June 11<br>Wed, June 16<br>Wed, June 16 | Christmas Vacation<br>Civil Rights Day<br>Winter Vacation<br>Spring Vacation<br>Memorial Day Celebrated<br>GHS GRADUATION DAY<br>Last Day of School Students 1/2 day<br>Teacher Check-Out full day |
|--|--|--|--|

**11/20 GMHS Parent Conferences EFS in Session 12/11 EFS Parent Conferences GMHS in Session**

November 25 and December 23 will be 1/2 Day for both Students and Staff  
1/2 Day Students/1/2 Staff Inservice Day (T) Tentative Snow days - June 17-June 30, 2010

Adopted 12/16/08

## **GORHAM MIDDLE SCHOOL MISSION AND STATEMENT OF EXPECTATIONS**

Gorham Middle School's mission is to prepare all students to become independent, reflective thinkers, life-long learners and contributing members of their communities.

### ***STUDENT EXPECTATIONS***

Gorham Middle School students will be able to:

- ◆ Access information
- ◆ Exhibit self-discipline and work ethic
- ◆ Express ideas in clear, concise, coherent writing
- ◆ Be critical readers and viewers
- ◆ Consider and explore career opportunities and set goals for life-long learning
- ◆ Produce a quality product
- ◆ Make effective oral presentations
- ◆ Work cooperatively
- ◆ Behave in ethically and morally appropriate ways

### ***SCHOOL EXPECTATIONS***

Gorham Middle School will:

- ◆ Provide the opportunity for all learners to develop their divergent skills and interests so that they may take their places in society as productive citizens
- ◆ Celebrate successes of students
- ◆ Be proactive in communicating with parents and the community
- ◆ Create a school atmosphere which stimulates and allows for the growth of all students
- ◆ Teach the importance of community and place
- ◆ Promote an atmosphere of tolerance and mutual respect
- ◆ Teach students that there are rewards for positive contributions and appropriate consequences for improper actions
- ◆ Employ and support a diverse, competent, and professional staff dedicated to high student achievement
- ◆ Engage in continuous reflection upon and evaluation of the mission and performance of the school

## **MESSAGE TO STUDENTS**

Welcome to Gorham Middle School! We hope this handbook will help you start the year off on the right foot. We tried to think of all the important information about our school. We included everything in this handbook which we thought would help you enjoy our school.

Read it and find out everything that you want to know about our school.

Good luck and have a **GREAT** year!

## **MESSAGE TO PARENTS/GUARDIANS**

Although this handbook is designed for your son or daughter, it will be useful for you as well. It is important that you read and review this material with your child as it contains pertinent information.

To indicate that you have had the opportunity to review this material, please sign and return the insert found at the rear of this booklet.

## **GRS COOPERATIVE SCHOOL BOARD MISSION STATEMENT**

The mission of the GRS Cooperative School Board is to promote academic achievement and success, to prudently manage educational costs, and to assist in the development of lifelong learners who are intellectually curious, resourceful, and respectful of self, others, and the environment.

## **WHAT IS A MIDDLE SCHOOL?**

As you settle into the Gorham Middle School, you'll soon notice that our program is designed especially for students your age. It's different from the elementary school you just left, and it's also quite different from the high school you will someday attend.

The time you spend at Gorham Middle School will be a time to explore. Start with yourself: discover new skills, develop new interests, find new friends, and learn to succeed in new areas. We want to help you to discover all of your potential.

This is the time to expand your knowledge. At our middle school you will learn many different ways. Sometimes you will learn from information your teacher gives you. Sometimes you will work by yourself. There will be times when you will work with your friends. Group and class projects will teach you many skills including how to work well with others.

One aspect of our school is easy to learn:

Gorham Middle School is a busy, friendly, and GREAT place to grow and learn about yourself and the world around you.

The Gorham Middle School consists of a team of eight teachers serving approximately 120 students. The team meets daily to plan and coordinate programs, activities, and interdisciplinary curriculum.

The team concept facilitates parent/student/teacher communication as well as communication and coordination among teachers, administration and support staff.

## GORHAM MIDDLE/HIGH SCHOOL STAFF DIRECTORY

### **Superintendent of Schools**

Paul Bousquet

### **Business Administrator**

Pauline Plourde

### **Special Education Director**

Rebecca Hebert-Sweeny

### **Administration**

Keith F. Parent, Principal

Dan Gorham, Asst. Principal/Athletic Dir.

### **ART**

Christopher Graham

### **BUSINESS/COMPUTER ED**

Richard Smith

Jennifer Corrigan

### **CONSUMER SCIENCE**

Holly Fontaine

### **ENGLISH**

Rob Hamel

Alyssa Jones

Carlotta Thompson, Department Head

### **GUIDANCE DEPARTMENT**

Christine Lemoine, Guidance Director

M. Matthew Saladino, Guidance Counselor

Donna Theriault, Guidance Secretary

### **INDUSTRIAL TECHNOLOGY**

Sean Walsh

### **LIBRARY/MEDIA SERVICES**

Ingrid Graff

Gail Hutchins

### **MATHEMATICS**

Kelly Gagnon, Department Head

Sarah Clemmitt

### **GRS Cooperative School Board Members**

Jo Carpenter

Mike Waddell

Angela Brown

Stephen Michaud

Debra Ackerman

Ron Ouellette

Julie St. Germaine

Paul Partenope

Anne Hill

Carol Miller

Greg Corrigan

### **Secretarial Staff**

Judy Lemelin ~ Main Office

Anne Bennett ~ Reception

### **MIDDLE SCHOOL FACULTY**

Jennifer Downs, Social Studies

Lucy Evans, Language Arts

Lynn Hunt, Science/Math

Gail Carreau, Science/Math

Linda Jensen, Social Studies/Language Arts

Amanda Lavigne, Mathematics

Kris Sjostrom, Science

### **MUSIC**

Shelly Burcalow

Christina Trivelli

### **NETWORK TECHNOLOGY**

Chad Miller, Technology Administrator

Renee Muise, Technology Coordinator

### **PHYSICAL EDUCATION**

William Goodrich

### **SPECIAL EDUCATION**

Veronique Legendre

Katrina Fowler

Tina Binette

### **SCIENCE**

Todd Lamarque, Department Head

Keri Wade

### **SOCIAL STUDIES**

Michael Brosnan, Department Head

Peter Gagnon

**STUDENT SERVICES**

Bruce Fike	School Nurse
Becky Boutin	Para-professional
Nancy Cordwell	Para-professional
Kathy Couture	Para-professional
Kellie Croteau	Para-professional
Corine Daniels	Para-professional
Sheri Goyette	Para-professional
Steven MacArthur	Para-professional
Terry Mayers	Para-professional
Tammy Messineo	Para-professional
Kathie Schofield	Para-professional
Christopher Wiswell	Para-professional
David Goyette	Maintenance Supervisor
Bill Devoid	Custodian
Helen Jolin	Custodian
Brenda Lauze	Custodian
Richard Girouard	Café Services
Kathy Peters	Café Services
Jenny Robert	Café Services
Claire Santone	Café Services

**WORLD LANGUAGE**

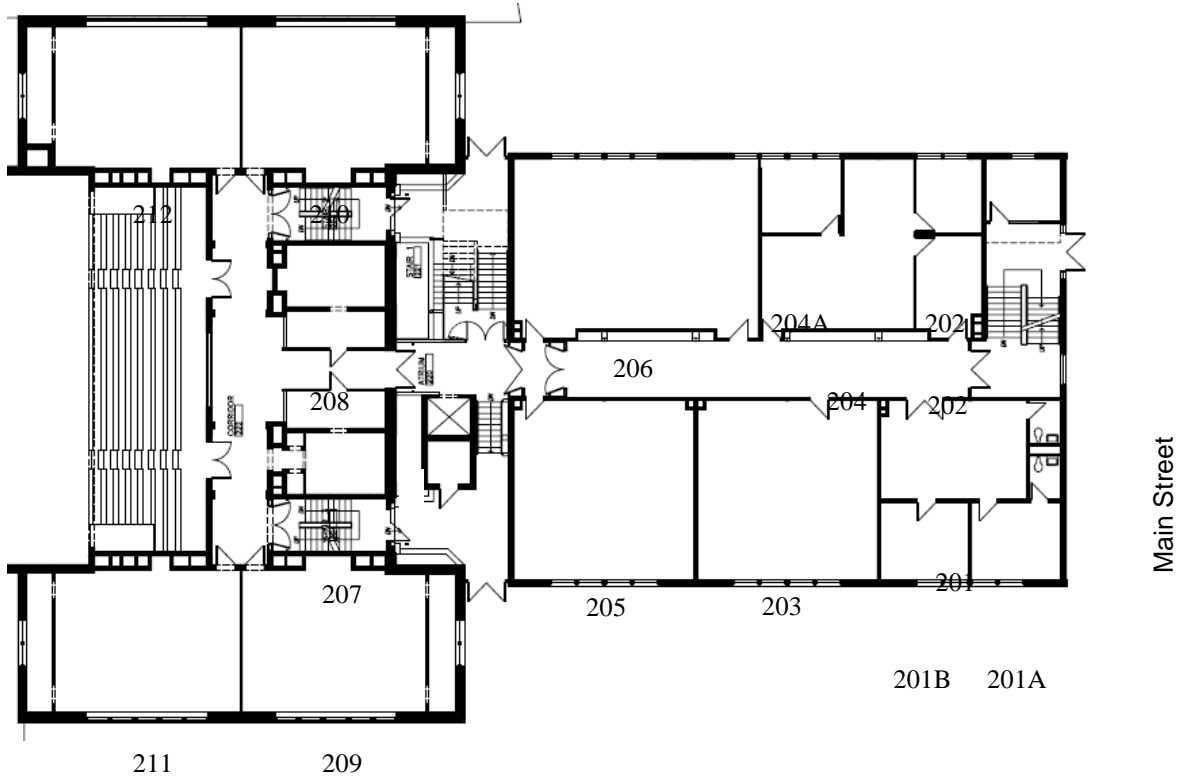
Marcy Sheldon
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**IMPORTANT TELEPHONE NUMBERS**

Gorham Middle/High School:	466-2776	Guidance Office:	466-3600
Office of the Superintendent:	466-3632	Nurse's Office:	466-2776
Principal's Office:	466-2051	Fax:	466-3111
Athletic Department:	466-2051	Web Page:	<a href="http://www.sau20.org">http://www.sau20.org</a>
After School Program:	466-9012		



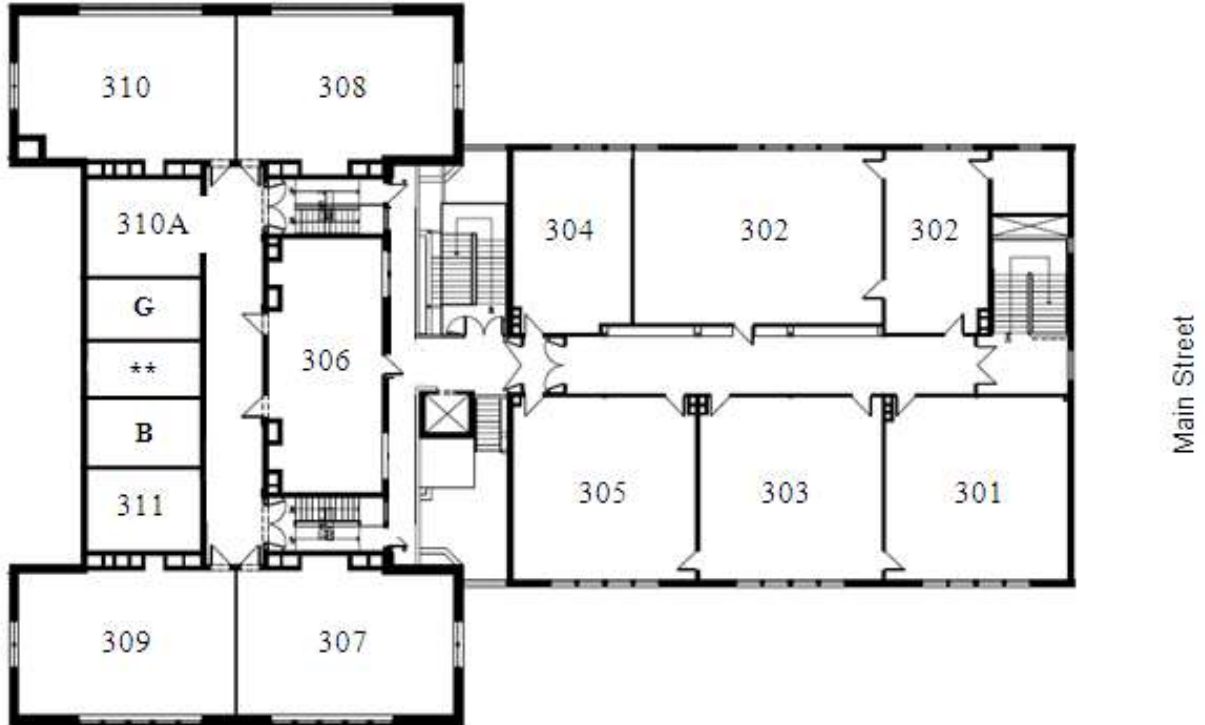
**FLOOR PLAN**  
**2<sup>ND</sup> FLOOR**



- Room 201 - Main Office
- 201A - Mr. Parent – Principal
- 201B - Mr. Gorham – Asst. Principal
- Room 202 - Mrs. Lemoine - Guidance
- Room 203 - Mrs. Clemmitt - Mathematics
- Room 204 - Guidance Main Office
- 204A - Mr. Saladino
- Room 205 - Mrs. Gagnon - Mathematics

- Room 206 - Mr. Gagnon – Social Studies
- Room 207 - Teachers’ Room
- Room 208 - Mr. Miller / Mrs. Muise – IT
- Room 209 - Ms. Jones - English
- Room 210 - Mrs. Corrigan– Computer Lab & Accounting
- Room 211 - Mr. Brosnan – Social Studies
- Room 212 - Mr. Smith – Networking & IT
- X = Elevator

**FLOOR PLAN**  
**3<sup>RD</sup> FLOOR**



Room 301 - Mrs. Jensen – Language Arts  
 Room 302 - Mr. Graham - Art  
 Room 303 - Mrs. Hunt/Mrs. Carreau – Science/Math  
 Room 304 - Ms. Fowler – Special Ed  
 Room 305 - MS Computer Lab  
 Room 306 - Mrs. Binette - Life Skills  
 Room 307 - Mrs. Evans - Language Arts  
 Room 308 - Mrs. Lavigne - Mathematics

Room 309 - Mrs. Downs – Social Studies  
 Room 310 - Mr. Sjostrom – Science  
 Room 310A – Science Lab/Prep  
 Room 311 - Teachers' Room  
 G = Girl's Restroom  
 B = Boy's Restroom  
 X = Elevator  
 \*\* = O.T. / P.T. Office

## DAILY SCHEDULE

### 6th Grade Schedule

Arrival until 7:30 – to gym

7:30-7:35	Lockers
7:35-8:21	Pd. 1} Unified
8:23-9:05	Pd. 2} Arts
9:07-10:12	Pd. 3
10:15-10:25	Break
10:28-11:06	Pd. 4
11:07-11:52	Pd. 5
11:52-12:15	Lunch
12:17-1:26	Pd. 6
1:26-2:17	SSR/Activity

### 7th & 8th Grade Schedule

Arrival until 7:30 – to gym

7:30-7:35	Lockers
7:35-8:21	Pd. 1} Unified
8:23-9:05	Pd. 2} Arts
9:08-10:04	Pd. 3
10:05-10:15	Break
10:19-11:14	Pd. 4
11:16-11:38	Lunch
11:41-12:36	Pd. 5
12:38-1:33	Pd. 6
1:35-2:17	SSR/Activity

Exploratories will be held for 6 weeks at different times during the year from 1:35-2:17 p.m. on Mondays and Tuesdays.

### **LUNCH**

There are two middle school lunch periods: one for the 7<sup>th</sup> and 8<sup>th</sup> graders and one for the 6<sup>th</sup> graders alone. Students may bring lunch from home or buy their meals through Café Services. Prices are as follows:

	<u>Breakfast</u>	<u>Lunch</u> (Type A lunch)
Students	\$1.50	\$2.25
Adults	\$2.25	\$3.25
Milk/Juice	\$ .50	\$ .50

a la carte lunches are also available

## STUDENT SERVICES

### **MAIN OFFICE**

The main office, consisting of the principal's office and the assistant principal's office, is located on the second floor. The main office is the source of lots of important information that deals with such things as attendance, behavior, athletics, activities, and even dances.

Whenever you must leave school or are late to school, you must sign the register located in the reception area. Be sure to bring a note from home stating the reason for your absence or early dismissal. When you have been absent from school, the first day you come back you must bring a note from home to the main office before school starts and you will be given an admittance slip to show your teachers.

### **GUIDANCE OFFICE**

Mrs. Christine Lemoine and Mr. Matthew Saladino, your guidance counselors, are available each day by appointment or on a walk-in basis when they are free. Also, your parents should feel free to call their office.

You may visit your counselor to discuss school-related problems, personal problems, or social problems. You may bring up any issue you want with your guidance counselor. Remember, these discussions are strictly confidential.

### **NURSE'S OFFICE**

Our school nurse is on duty at Gorham Middle/High School. Students requiring attention when the nurse is not present should come to the main office. No student is to be in the nurse's office without the expressed permission of the nurse or the administration. Any student found in the nurse's office without permission will be considered to be skipping class.

Medication: As in all the schools, medicine that needs to be taken during school hours must be kept in the nurse's office. Prescribed medicine must be in an original container labeled by the pharmacy or in a unit dose accompanied by a physician's note. A parent or guardian's note giving the school permission to assist the student in taking the medicine must also accompany any medicine. Over the counter medicine must be in an original container and requires a written request from the parent/guardian indicating permission to administer. In order to better control medicine taken in school, unless prior arrangements are made, all medicine taken by mouth must be taken in the nurse's office in the presence of an adult. The one exception to this is inhaled medicine. Inhaled medicine must be registered with the nurse, accompanied by a parent or guardian's note, and physician orders (either on the inhaler itself or on a prescription). At this time the inhaler may be carried with the student and a list of students who need inhalers prior to exercise will be sent to the Physical Education teacher. The nurse will review with the student proper use of an inhaler. Any student caught "sharing" his/her inhaler with other students will be brought to the office and both parents will be called. A second episode of this will result in the student losing the privilege to carry the inhaler with him/her and the inhaler will be kept in the nurse's office.

Illness: If a student is too ill to participate in the academic setting, or is contagious to the rest of the school community, that student should remain home. **Please call the school between 7:00-7:30 a.m. if your child will not be in school that day.** If a student becomes ill during the day, he/she should report to the nurse (or main office if the nurse is not in the building). If the nurse or administration makes the determination that the student is either contagious to the remainder of the school community or is unable to participate in the academic program, a parent

or emergency contact person will be notified and requested to take the student home. It is very important that parents keep emergency information up-to-date. An absence of five (5) consecutive days from school requires a physician's statement for readmission to school. Only a physician's note can excuse a student from regularly scheduled Physical Education class.

### Screenings:

**Scoliosis:** By State law, all students in grades 6,7, and 8 must receive scoliosis screening once a year. If your child is already followed by a physician for scoliosis, he/she can be exempted from the screening by a physician's note. A positive finding during the screening procedure will result in a request that the student be seen by a physician for a diagnostic evaluation.

**Vision & Hearing:** As time allows, all students' vision, hearing, height, and weight are documented yearly. If this is not possible, emphasis is placed on the 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grades first. Also, any student who is noted to be having a problem with his/her vision or hearing, or any student with nutritional concerns, will be seen and referred as needed. Parents are encouraged to communicate with the nurse and teachers any health related concerns along these lines that may occur.

**Physicals and Immunizations:** All students entering the 7<sup>th</sup> grade must have a copy of a physical that is less than one (1) year old at the start of the school year. In addition, all students entering the 7<sup>th</sup> grade must show proof of a second MMR (Measles, Mumps, Rubella) shot after the age of four. Any student wishing to participate in sports (tryouts included) must have a copy of a physical on file that is less than one (1) year old at the start of tryouts for that sport. Also, a sports card with parental permission for emergency treatment must be turned in to the school.

## **LIBRARY**

The Gorham Middle/High School library is for your use, so be sure to go there with a purpose. Be sure to be quiet, polite, and don't disturb other kids or teachers who may be in there.

Our library has lots of fascinating and useful materials. There are a variety of research books for skills enrichment, group projects, and class reports. The library also has books for Language Arts book reports. Many interesting magazines, such as Teen, Car and Driver, Seventeen, Field and Stream, and Sports Illustrated can also be found in our library.

## **SCHOOL STORE**

"Oh, no! I lost my pencil! What'll I do?" "My pen just exploded! Where can I get another one?" "Where can I buy a Gorham Middle School t-shirt?"

Go to the SCHOOL STORE! Our school store is located in the cafeteria area and is open at different times during the school day to supply you with a variety of items such as pens, pencils, and great t-shirts! If the school store is closed, go to the main office for help.

## **RESTROOMS**

Restrooms are located on the third and first floors. You may use the restrooms between your classes and during lunch and break. In case of an emergency, your teacher will give you a pass to the restroom, but you can't make a habit of it.

Always behave in the restrooms. That means no fooling around, or loitering, or writing on the walls. If you enter a restroom and find someone misbehaving, the most sensible thing to do is to leave and notify a teacher.



## WHAT IF...

### ➤ ***You must contact your parents?***

A telephone is available to you near the cafeteria. The best time to make a call is during break. In emergency situations the phone in the main office is also available.

### ➤ ***You have to leave early from school?***

You must bring a signed note of request from your parents/guardians to the main office before the start of school. You will be given a dismissal slip. When it is time to be dismissed, show your dismissal slip to your teacher and then stop by the reception area to sign out of school. If you are returning to school after your appointment, sign back in at the reception area before going back to class.

### ➤ ***You are absent from school?***

Following an absence, you must present to the main office an excuse signed by your parent/guardian stating the exact reason and date(s) for the absence. An excused absence will be given for the following reasons:

- 1) Illness (and after five consecutive days a doctor's statement is required).
- 2) Pre-planned vacation with prior approval.
- 3) Administrative approval.

Excuses must be brought in within two (2) days of absence. You are responsible for any missed work. **NOTE:** For your protection, parents/guardians are requested to call the school after 7:00 a.m. if you are going to be out of school that day.

### ➤ ***You are late for school?***

Being punctual (on time) is important. Your job is going to school. If you are late and there is not a good excuse, you may have to serve a detention. If you are late, a note from a parent/guardian must be brought to the main office if you arrive after 7:30 a.m. Oversleeping or missing the bus are not considered valid excuses for being late to school.

### ➤ ***You receive a detention?***

A teacher or an administrator can assign a detention. You are to stay after school the day after the detention is assigned. You will receive three (3) additional detentions if you do not serve the detention. After-school activities are not considered a reasonable conflict.

### ➤ ***You lose a text or a library book?***

You are responsible for texts and workbooks. Cover your books when you get them and keep them covered. Book covers are available in the guidance office. You must pay for any textbook or library book you lose. You must also pay for any damage to books.

### ➤ ***You are not sure whether there is school?***

School is rarely cancelled because of bad weather; however, if it is deemed advisable to have no school due to inclement weather or for another emergency, you will receive a pre-recorded telephone message from the Superintendent of Schools.

Storm information will also be posted on our website ~ [www.sau20.org](http://www.sau20.org).

Any delayed opening means school will open that day at 9:00 a.m. Students will be

dismissed at the regular time when an opening is delayed.

➤ ***You change your address?***

If you change your address or telephone number during the school year, you must notify the main office immediately. This will enable the school to keep accurate records.

➤ ***You have a substitute teacher?***

It is expected that you will cooperate fully with substitute teachers. They are here to assist in the absence of the regular teacher. Assignments given by the substitute have been prepared by the regular teacher and will be given to him/her for grading and credit.

## **WHAT YOU SHOULD KNOW ABOUT...**

### ***TRANSITION FROM FIFTH TO SIXTH GRADE***

In order to insure a smooth transition for students and their parents between the elementary school and the middle school, a number of activities are scheduled.

- ◆ **Step-Up Day:** In May, fifth graders come to Gorham Middle School and are welcomed by the principal, assistant principal, and guidance counselor, and then meet with their homeroom teachers for the upcoming year.
- ◆ **Step-Up Parent Gathering:** Parents also meet with the administration, guidance, and the sixth grade staff where they are given an overview of the sixth grade program. The staff answers any questions that parents may have concerning any aspect of sixth grade and the middle school program.
- ◆ **During the summer** a letter is sent home to the parents of all incoming sixth graders designating the academic materials that all students should bring with them to school, thus allowing parents plenty of time to purchase necessary notebooks, writing utensils, and so forth.
- ◆ **The administration** is available during the summer to answer any questions that sixth grade parents may have and to welcome parents and children who may have recently moved to the area.
- ◆ **Two days before the school year begins,** sixth grade parents and their children are invited to an informal, evening open house to acquaint everyone with the building, with each individual classroom, and with the sixth grade team.
- ◆ **Permanent records** are transferred from the elementary school to Gorham Middle School.

### ***LOCKERS***

Don't think for a minute that you are the only student worried about opening a locker. Everyone, and we mean everyone, at some time or another has a gremlin in his/her locker. Your teachers will be happy to help you out. Our lockers have combinations, which consist of three separate numbers. You will need to remember those numbers! For example, pretend that your combination is 32-3-14. This is the way it's done:

Turn the dial to the:

RIGHT

LEFT

RIGHT

3 whole times until you reach the first number.

Once past the first number and stop at the second number.

Until you reach the third number; the lock will open automatically.

To lock your locker, shut it tightly and turn the knob a few times. Always keep your locker locked to protect your property. Since everyone will have a private locker, there is no need to share your locker or its combination with others.

Be kind to your locker and it will be kind to you! You are responsible for your locker - keep it neat, don't overcrowd it, and, remember, kicking never fixes a jam. Keep in mind that it will be someone else's locker next year.

**NOTE:** On occasion it may become necessary for the administration to open and examine the contents of a student's locker in order to maintain the integrity of the school environment and to protect other students. In addition, students are advised that their lockers are also subject to administrative search upon reasonable grounds to believe that contraband or other illegal materials are present.

## **BEING ORGANIZED**

School is always a lot easier and less confusing if you are prepared and organized. You will be issued a planner to record your assignments and carry to all classes.

Below is a list of items the students should purchase for the first day of school. Also, an outside reading book should be brought for the first day.

### **6<sup>th</sup> GRADE:**

- 1) One (1) large binder (3-ring metal) (**zippered ones are required**)
  - a) Five (5) plastic pocket folders with holes to fit into binder (**very important**)
  - b) One (1) notebook with 3 holes to fit into the binder ~ **single subject please; no multi-subject notebooks**
  - c) Plastic pencil pouch that has holes to fit into binder
    - 1) one (1) set of colored pencils
    - 2) five (5) pencils ~ **a continuous supply throughout the year**
    - 3) three (3) erasable pens ~ **black & blue only**
  - d) Ruler
  - e) One (1) package highlighters
- 2) Two (2) small binders ~ **2" loose leaf 3-ring binder**
- 3) Calculator (we suggest TI-30 or TI-34)
- 4) One (1) box of tissues
- 5) Glue sticks ~ **a continuous supply throughout the year**

### **7<sup>th</sup> & 8<sup>th</sup> GRADE:**

- 1) Five (5) notebooks ~ **single subject; no multi-subject notebooks, please**
- 2) One (1) set of colored pencils
- 3) Pens ~ **blue and black only**
- 4) Pencils ~ **continuous supply through the year**
- 5) Eight (8) packages of 3"x5" index cards ~ **white – lined or unlined**
- 6) Calculator ~ **TI-30 or TI-34 is suggested**
- 7) One (1) package highlighters
- 8) Five (5) pocket folders
- 9) Two (2) small binders ~ **1-1/2" 3-ring with dividers**
- 10) Ruler
- 11) Protractor
- 12) Student scissors

- 13) "Wite-out"
- 14) Compass
- 15) Glue Sticks
- 16) 1 box of tissues
- 17) One (1) Composition Notebook

## **STUDY HABITS**

Successful learners have developed good study habits and they know how important it is to use their study skills. You can also help yourself by following these study hints:

- ◆ Use your planner to record homework assignments.
- ◆ Be sure you understand what your assignment is. If you don't understand, ask your teacher about it.
- ◆ Before leaving school, ask yourself what you need to take home and take it with you.
- ◆ Every person has a good time of the day for learning. Figure out when is the best time for you to study.
- ◆ When studying, find a fairly quiet place where it is easy to think, and one that is well lit.
- ◆ When planning to study, budget your time and set goals for yourself. For instance, tell yourself, "I'll take a ten minute break after I finish these Math problems, then I'll be ready for Social Studies."
- ◆ Have all necessary materials at hand when you begin. Before beginning, ask yourself, "Do I need a pen?" "White-lined paper?" "A dictionary?"
- ◆ Avoid interruptions!

## **HOMEWORK**

Homework assignments are an extension of your daily classwork. Besides helping you to learn your subjects, homework can help you to develop self-discipline and become a well-organized person. You should use your planner to record your daily homework assignments.

You should also know that:

- ◆ Your papers must be neatly written or word processed according to our school's standards, including a full heading and margins. Remember, give yourself credit for your work! Don't forget to put your name on your paper!
- ◆ You should review your work before you hand it in. Check it for spelling and grammatical errors.
- ◆ Your work is expected to be passed in on time.
- ◆ You, the student, must assume responsibility for work missed when you have been absent. Ask your teachers for missed assignments, which will be kept in a folder for you, or have a friend pick up your assignment, or have your parent/guardian obtain your work from the Receptionist, Mrs. Bennett. You will have two days to make up your work when you return.
- ◆ It is the expectation of the administration and the faculty of Gorham Middle School that students will do their homework. Failure to do so will negatively affect a student's grade.
- ◆ Parents may request homework assignments—especially during a period of extended absence—by calling the school at 466-2776. Teachers will submit homework assignments to the receptionist who will make arrangements for parents to pick up or otherwise receive a homework packet.
- ◆ You or your parent/guardian may also access your Edline account for further information on your progress in school.
- ◆ You may browse our web page any time: <http://www.sau20.org>.

## **GRADES / PROGRESS REPORTS / REPORT CARDS**

Letting students and parents/guardians know how they are doing is an important part of learning. Our academic expectations are high. We expect you to do your absolute best.

Halfway through the marking period your teachers will send home progress reports. In addition, your teachers may contact your parents to set up a conference during the school year.

At the end of each quarter the student will receive a report card.

### Grading System

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 65 – 69

P = Passing

F = Failure

INC = Incomplete

Below 65 is a failure

## **PROMOTION**

A Middle School student must pass all four (4) academic courses (English, Math, Science and Social Studies) and a minimum of two (2) Unified Arts courses (Keyboarding, Physical Education, Industrial Arts, Art, Music, Family and Consumer Science) at each grade level to be promoted. Should a student receive a failing grade in more than one (1) core course, that student must go to and pass summer school in order to be promoted.

The summer school grade will replace the lowest of the previously earned grades and a new final average will be calculated. A final average of 65 will be considered passing. Attendance at summer school does not necessarily guarantee promotion.

In all cases, the administration retains the discretion for making promotional decisions.

## **TRANSITION FROM THE MIDDLE SCHOOL TO THE HIGH SCHOOL**

- ◆ Step-Up/Informational Gathering for Parents of Students Entering Ninth Grade in the Fall: Parents meet with the administration and guidance where they are given an overview of the ninth grade program (including the curriculum, extracurricular activities, and social events). The administration and guidance answer any questions that parents may have concerning any other aspects of the freshman year.
- ◆ The assistant principal and the guidance counselor meet with all eighth graders to determine each student's ninth grade schedule and to field questions concerning the freshman year at Gorham High School.

## **STUDENTS' RIGHTS AND RESPONSIBILITIES**

As a student at Gorham Middle School, you have certain rights and responsibilities.

- ◆ You have the right to an education without being interrupted by rude and inconsiderate classmates and the responsibility to allow others the same opportunity.
- ◆ You have the right to develop your own personality without criticism or pressure from others and the responsibility to allow others to do the same.

- ◆ You have the right to be free from physical and mental abuse and the responsibility not to be abusive to others.
- ◆ You have the right to have personal and school property respected and the responsibility to respect the property of others.

Keeping these rights and responsibilities in mind, it is expected that you will behave in an appropriate manner.

### **CODE OF CONDUCT**

There are many types of behaviors for which a teacher might give a middle school student a detention. Some examples are: not having one's planner; improper behavior in class/study hall; disruptive behavior; rudeness; disobedience; leaving class without permission; repeated failure to bring materials to class; unsafe conduct in class or corridors; and misuse of pass. If a middle school student receives five detentions from his teachers (excluding office tardiness to class/school detentions), the Assistant Principal will be notified by the team of teachers immediately. When this occurs, the following will happen:

- 1) You will be called to the Assistant Principal's office for a conference.
- 2) A mandatory meeting with administration will be scheduled.
- 3) Any further infractions will require a written referral to the Assistant Principal. The following process will then occur:
  - a) First Referral – two (2) office detentions and parent contact.
  - b) Second Referral – one (1) day Saturday in-house detention (letter sent home).
  - c) Third Referral – one (1) day Saturday in-house detention.
  - d) Fourth Referral – out-of-school suspension for three (3) days.
  - e) Subsequent Offenses – to be determined by administration.

A student reaching the second referral step and/or receiving a suspension will cause the student to be eliminated from participation in the 8<sup>th</sup> grade AMC overnight and end-of-year activities, i.e., spirit week activities and class trips. This includes any Saturday in-house detention or three (3) day out-of-school suspension given by the main office under the tardiness to class/school policy.

### **STUDENT "BUY BACK" OR MERIT POLICY**

Any middle school student who has reached the stage of not being allowed to participate in end-of-year activities will have the opportunity to earn back this privilege by doing the following:

- ◆ Those students who have reached seven (7) detentions and have served a Saturday detention may "buy back" end-of-year activities by being a good citizen of the school (no detentions, etc.) for four (4) weeks and by doing two (2) hours of in-school community service.
- ◆ Those students who have been suspended from school may "buy back" end-of-year activities by being a good citizen for six (6) weeks and by doing four (4) hours of in-school community service.

Any student who receives a second suspension or a second Saturday detention will automatically be ineligible for end-of-year activities.

If a student receives a suspension or a Saturday detention near the end of the school year, he/she may "buy back" end-of-year activities by doing four (4) hours of in-school community service.

In all cases, the administration reserves the right to make final determinations regarding

end-of-year privileges.

### **DANCE POLICY**

- All dances will begin at 6:30 p.m. and end at 9:00 p.m. Students are expected to have transportation arrangements made before the dance. Students are expected to leave the premises promptly at 9:00 p.m.
- Students will not be admitted after 7:30 p.m. nor will they be allowed to leave the building before 9:00 p.m. unless special arrangements are made in advance with the Principal.
- Students must be in school the day of the dance in order to attend.
- Students' behavior should be appropriate for a public school dance, including keeping hands in appropriate places (above the waist) while dancing.
- Students will be held accountable for all school rules. Infractions of school or dance rules will result in loss of the privilege to attend future dances as well as in-school sanctions.
- If students wish to invite a guest to a dance, the same procedure under "Guest Policy" must be followed.
- The school dress policy pertains to all guests.

### **VISITORS**

To ensure student safety and building security, all visitors must be approved by the administration and register with the receptionist. Whenever possible, a school employee will escort visitors to destinations in the building. Student visitors are generally not allowed due to issues of space, supervision and liability. Unauthorized visitors are not allowed in the building, on school grounds or on school buses, once again for reasons of security and safety. Prospective students and their parents may arrange visits through the guidance office.

### **ELEVATOR POLICY**

Only people needing elevator assistance shall be allowed to use the elevator. Elevator keys can be obtained from Mrs. Dore in the main office.

### **ATTENDANCE POLICY**

Morning and afternoon attendance will be taken at the beginning of Period 1 in the morning and right after middle school lunch in the afternoon.

As a course requirement for a passing grade, each student will be required to be in attendance for at least 85% of that quarter. He/she will also be required to be in attendance for at least 85% of the school year. If such an attendance record is not maintained, a failing grade may be given after administrative review. If absenteeism continues to the 25% level, the School Board may choose to dismiss that child as per School Board Policy.

#### Excused Absence

Following an absence, the student must present to the main office an excuse signed by his/her parent/guardian stating the exact reason and date(s) for the absence. An excused absence will be given for the following reasons:

- ◆ Illness (and after five consecutive days, a doctor's statement is required).
- ◆ Pre-planned vacation with prior approval.
- ◆ Administrative approval.

Excuses must be brought in within two (2) days of absence. For the protection of their children, parents/guardians are requested to call the school after 7:00 a.m. if their child is going to

be out of school that day.

## **EMERGENCY DRILL**

When the alarm rings or directions are given over the intercom to evacuate the building, it is your duty to follow, without question, the directions of your teacher or the administration. The directions for leaving the building are posted in all classrooms. You should exit the building quickly and quietly with your teacher. You should treat every emergency drill as though there were an actual emergency.

## **SCHOOL DRESS**

The school, in its effort to provide a clean, wholesome, educational atmosphere, reserves the right to expect students to meet minimum standards of dress, which includes personal appearance. It is also important that students know the general standards of dress and appearance expected of them. We do not wish to dictate styles to individuals, but it is necessary that students' apparel and grooming be neat, clean, appropriate, and not interfere with instruction. Therefore, these regulations must be kept in mind:

- ◆ All clothing must be clean, neat and acceptable by school standards.
- ◆ Wearing apparel will not be allowed if it is inherently dangerous or poses a threat to the student or others (baggy clothing, jewelry, scarves).
- ◆ Outerwear must always cover underwear – skirts, dresses and shorts shall be at least fingertip length. All tops must have sleeves, cover the mid-section and undergarments. Tank tops, halter tops, tube tops, single straps and spaghetti straps are not to be worn.
- ◆ All tops must cover the midriff area.
- ◆ Clothing which promotes questionable messages will not be permitted. There will be no clothing allowed that advertises alcohol, tobacco or other drugs. Clothing with obscene words, vulgar graphics or is profane, lewd, intimidating or demeaning to others will not be allowed in our school.
- ◆ No footwear is to be worn which could be destructive to or deface school property.
- ◆ No hats, visors, bandanas or head coverings of any kind are to be worn in school during school hours except with a written medical directive.
- ◆ All outside clothing should be removed and placed in your lockers upon arrival.
- ◆ No sunglasses are to be worn in school.

Students who do not comply with these expected dress standards will be subject to disciplinary action which may include being sent home.

## **PASSES**

### Visitor's Pass

A student who wishes to have a visitor accompany him/her during a school day must have prior approval from the Principal. Courtesy dictates that teacher permission for a visitor to enter a class should be received prior to the visit. Unauthorized visitors are not permitted. The main office will issue a pass following approval by the Principal and teachers.

### Hall Pass

A pass signed, dated, and issued by a teacher to a student for a period of time not to exceed one period must be held by any student not in his/her regular classroom. The area or teacher to which the student is to be released must be recorded on the pass, e.g., a pass to the nurse's office, a pass to the library, a pass to see the guidance counselor, etc.

## **ACCIDENT INSURANCE**

The GRS Cooperative School District makes available a group insurance policy for all school pupils. For a small fee, a student is insured during school hours, to and from school, and during school-sponsored events. A 24-hour protection package is also available. All students participating in interscholastic sports shall be required to purchase the group insurance made available to them through the school or provide proof of coverage under a comparable insurance policy.

## **UNAUTHORIZED COMMUNICATION DEVICES**

Student use of cell phones, camera phones, pagers, beepers, Ipods, tape recorders, and other similar electronic communication devices is strictly prohibited during the school day. This includes lunch periods and passing periods, as well as on school sponsored trips and driver education classes. Such devices are to be kept in a student's assigned locker with the power turned off. The Board recommends that these devices not be brought to school.

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

Students participating in extra-curricular activities or athletics must contact their sponsor or coach for his/her rules involving cell phone use after hours or on after-school bus trips. Sponsors and coaches will set their rules and establish their consequences for the use and/or misuse of these devices.

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

All students will receive written notice of this policy at least once a year.

### Consequences for Violating this Policy

- ◆ First Offense: Warning and confiscation of the electronic communication device for the remainder of the school day.
- ◆ Second Offense: The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office.
- ◆ Third Offense: The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office. At the principal's discretion, the student may receive detention.

Any further violations of this policy will result in the student's loss of possession of the electronic communication device for the remainder of the school year. The student's parent/guardian must pick up the device from the principal or superintendent's office at the expiration of that length of time. At the principal's discretion, the student may receive detention, or out-of-school suspension not to exceed five (5) days.

## ***BUS SCHEDULE***

Bus routes and schedules will be published in The Berlin Reporter and The Berlin Daily Sun prior to the opening of school.

## ***LOST ITEMS***

Any money, pocketbooks, or other items of value, which are found, should be taken to the main office. Students who may have lost or misplaced a book, a backpack, or other items should report the loss immediately to the main office.

## ***DISCIPLINARY INFORMATION***

### Student Due Process Rights

Students facing discipline will be afforded all due process rights given by law. The Superintendent or his/her written designee is authorized to suspend any student for ten days or less for violations of school rules or policies. Should the Superintendent desire to suspend a student for more than ten days, such student will be afforded a hearing. **This hearing shall be conducted and decision shall be issued by a different administrator than the administrator who suspended a pupil for the first ten days.** In addition to the provisions of this policy, the Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules.

### Tardiness to Class/School

Getting to school and class on time is imperative for a successful school career. Our policy is as follows:

- A parent's note will excuse one tardy per quarter only.
- The first two times a student is tardy in a quarter will be documented but the student will not be penalized.
- A student who is tardy on the third, fourth and fifth time will receive a detention.
- Six to eight tardies in an academic quarter will bring the student a Saturday detention for each occurrence.
- Nine tardies and beyond in an academic quarter will bring a one day suspension from school for each occurrence. Should suspension fail to correct this problem an administrative failure will be given.

### Skipping Class:

A student who skips class will either receive a grade reduction of five (5) points or accept alternative punishment for the first offense.

### Truancy:

A student who is found to be truant will receive a five (5) point grade reduction in all classes missed.

### Disruptive Behavior, Rudeness, Disobedience, Leaving Class Without Permission, Repeated Failure to Bring Materials to Class, Unsafe Conduct in Class, Misuse of Pass:

- |                     |   |
|---------------------|---|
| First Referral      | - two (2) office detentions and parent contact.               |
| Second Referral     | - one (1) day Saturday in-house detention (letter sent home). |
| Third Referral      | - one (1) day Saturday in-house detention.                    |
| Fourth Referral     | - out –of-school suspension for three (3) days.               |
| Subsequent Offenses | - to be determined by administration.                         |

Swearing:

Depending upon circumstances, swearing may bring a three (3) day out-of-school suspension.

Skipping Personal Detention:

The teacher will notify the main office of the occurrence. This violation will then be handled in the same manner as an offense of skipping an office detention.

Skipping Office Detention:

- First Offense - three (3) detentions
- Second Offense - Saturday detention
- Third Offense - three (3) day out-of-school suspension

Failure to Comply with Detention Rules:

- First Offense - three (3) detentions
- Second Offense - three (3) day out-of-school suspension

Striking an Employee or Volunteer :

Ten (10) day out-of-school suspension with a recommendation to the Superintendent to extend the suspension beyond ten (10) days and/or possible expulsion. Police will be contacted.

False Fire Alarm:

Ten (10) day out-of-school suspension with a recommendation to the Superintendent to extend the suspension beyond ten (10) days. Police will be contacted.

Bullying, Harassment, and Violence:

Depending upon the circumstances resulting from the bullying, harassment, and violence investigation, a warning, suspension or expulsion may occur. The GRS Cooperative School District has zero tolerance for these behaviors.

Bomb Threat:

Ten (10) day out-of-school suspension with a recommendation to the Superintendent to extend the suspension beyond ten (10) days and/or possible expulsion. Police will be contacted. The Superintendent may recommend expulsion by the School Board.

Fighting:

Depending on circumstances, fighting may bring a three (3) to five (5) day out-of-school suspension. In the event of a fight, students are advised to move away from the area of the disturbance, tend to their own business and not interfere with administrators or teachers who are dealing with the situation. Hindering school officials and refusing to leave the scene when asked to do so are violations of this policy. Students who instigate fights but are not actively involved (that is, students who spread rumors, put others up to fighting, or carry information back and forth between other individuals who subsequently fight) may subject themselves to the same or similar penalties as those who are involved in the fight. Individuals who violate this policy will be subject to some form of discipline.

Stealing:

Stealing may bring a three (3) day out-of-school suspension.

Discharging of Fireworks:

Five (5) day out-of-school suspension.

Destroying School Property:

- First Offense - restitution and may bring an out-of-school suspension
- Second Offense - out-of-school suspension

Cheating:

Zero for work; parental contact by staff member.

Plagiarism:

Plagiarism is cheating. It is literary theft. The Writing Guide published by the Gorham English Department defines plagiarism: “Essentially, plagiarism is – theft, theft of ideas, theft of phrases, theft of lyrics, theft of an aptly turned phrase. At the college or university level, plagiarism is cause for course failure and even expulsion. At Gorham Middle School, proven plagiarism will result in at least failure on the assignment. Plagiarism has also been cause for failure for a term.”

Conduct at School Functions:

It must be remembered that the participation in school functions is a privilege, not a right. We expect students of Gorham Middle School to adhere to all school rules while attending any school function.

Gambling:

Gambling is not permitted. (NOTE: card playing in any form is not permitted.)

First Offense - parental contact

Second Offense - three (3) day out-of-school suspension

Leaving School Property Without Permission from the Main Office:

First Offense - three (3) day out-of-school suspension

Smoking/Tobacco Possession:

Smoking is not permitted for anyone in the school building, on school grounds, at school events on campus or away, or on school field trips. Students caught smoking in the building or on school property will be suspended for three (3) days.

Inappropriate Use of Technology:

Inappropriate use/handling of our computers, the internet or intranet may bring a three (3) to five (5) day out of school suspension. Police contact and if need be financial restitution to the school district may also be necessary.

Gross Misconduct:

In the case of gross misconduct, individuals who neglect or refuse to conform to reasonable school rules, engage in acts of theft, destruction or violence as defined in RSA 193:D:1, or are found in possession of instruments intended to intimidate or harm self or others will result in both disciplinary action and notification of the police. Suspension or expulsion from school could result.

**NOTE:** The administration reserves the right to take disciplinary action against any student who disturbs the educational process in any manner not referred to above. **Remember – there is no appeal process for a suspension of ten (10) days or less.**

***HONOR CERTIFICATES***

Honor certificates are awarded each marking period to students with an academic average of 85 or above and students must be enrolled in a minimum of five (5) courses each marking period. Any student who receives a grade below 80 during a marking period will not be eligible for honor roll recognition for that quarter. Students will also be awarded high honor certificates if their grades average 93 or higher with no grade below 90 during the marking period.

***MEMORANDUM OF UNDERSTANDING WITH THE GORHAM POLICE***

## ***DEPARTMENT***

It is the intention of the Gorham Police Department and the GRS Cooperative School District to work in a joint cooperative effort to provide a safe and healthy school environment for the students, staff members, and visitors. We intend to do this in compliance with New Hampshire RSA 193-D, Safe School Zone, as amended.

The full Memorandum of Understanding is available upon request.

## **SIXTH GRADE CURRICULUM**

Whenever possible, interdisciplinary units are developed and implemented to connect all subject areas. Various teaching methods are also used such as cooperative grouping and team teaching.

### ***LANGUAGE ARTS***

The Language Arts component of the sixth grade curriculum consists of a literature-based reading program, language mechanics instruction, and process writing. Coordinating reading and writing with the other aspects of Language Arts, speaking and listening, is an important part of the program. A focus on reading and writing in the content area is also stressed.

### ***MATHEMATICS***

The sixth grade Mathematics curriculum emphasizes problem-solving skills in a cooperative group classroom setting. Students are expected to master basic computation skills in addition, subtraction, multiplication, and division of whole numbers, mixed numbers, and decimals. They are expected to communicate mathematically.

### ***SCIENCE***

The sixth grade Science curriculum is a balance of life science, earth science, physical science, and health skills. At the same time, the program builds on students' natural problem-solving capabilities and helps them learn the problem-solving techniques and skills that scientists use. When students learn and use the process skills of science, they gain insight in and practice with different methods of acquiring and processing data. Students then are able to think more critically, abstractly, and creatively.

### ***SOCIAL STUDIES***

Social Studies in the sixth grade is guided by The N.H. Curriculum Frameworks, which cites specific proficiency standards across four strands: they are Civics and Government, Geography, Economics, and History. These standards are addressed through specific topics such as Immigration, Ancient Civilizations, Middle Ages, Town Meeting, and Comparative Studies of Central America, South America, and Africa. Most of these topics are in the form of interdisciplinary units incorporating Reading, Writing, Science, Mathematics, and Social Studies. Current events and issues are linked to each unit of study.

## **SEVENTH AND EIGHTH GRADE CURRICULUM**

### ***LANGUAGE ARTS***

The Language Arts program at the 6th grade level is comprised of a two-hour block of time which incorporates the subjects of spelling/vocabulary, grammar, literature, writing, and sustained silent reading. These are often integrated with a theme or concept being taught in the content areas of science, social studies, and math.

### ***Language Arts Grade 7:***

The 7th grade Language Arts program is comprised of five units. These units are all aimed at developing the student's reading, writing, speaking and researching skills. These units incorporate spelling/vocabulary, literature, grammar, writing activities, and speech giving. There is also a sustained silent reading program in place to help students develop an enjoyment of reading.

### ***Language Arts Grade 8:***

The 8th grade Language Arts program is comprised of four units. These units are all aimed at developing the student's reading, writing, speaking and researching skills. Unit one is a collaborative unit which involves social studies, math, science, and language arts. This unit's focus is Greek mythology. The second unit is a collaborative unit between social studies and language arts. The focus is Colonial America. The third unit is a mystery unit which involves the analysis of mystery stories. The last unit is a reading circle. There is also a sustained silent reading program in place to help students develop an enjoyment of reading.

## **SOCIAL STUDIES**

World Geography 7 is a Social Studies course designed to both challenge the students' skill development and to acquaint the student with basic geographical concepts. While content units such as earth-sun relationships, climate and weather, topography and geomorphology, and man's relationship to his environment are stressed along with an intense study of world regions, there is also a special emphasis made on continuing the development of special skills such as map reading, map making, library skills, reading skills, reading and writing skills, and group participation skills.

U.S. History 8 has been designed to continue the skill development process, which was initiated in World Geography 7. Again, reading, writing, research, and group participation skills will be stressed. The program has also been designed to offer the student a chronological presentation of history from units dealing with pre-Revolutionary America to the twentieth century. Emphasis will also be given to: (a) the student's historical heritage; (b) the process and structure of a democratic form of government; and (c) contemporary issues.

## **MATHEMATICS**

The National Council of Teachers of Mathematics published a book which created a new set of standards or statements to judge the quality of mathematics programs in American schools. The standards recognize that there are a variety of ways to solve problems, and that it is most important that students be able to communicate the methods they use through a combination of written and spoken communications. The middle school Mathematics curriculum uses the NCTM standards as a basis for its curriculum. A heterogeneous, cooperative learning style of teaching and learning is used in the middle school Mathematics curriculum; however, students are graded on an individual basis.

Seventh grade areas of study include: percents, integers, algebra, patterns and functions, data analysis, probability, geometry and measurement.

Eighth grade areas of study include: algebra, functions and graphing, surface area and

volume, ratios and proportions, number theory, geometry, measurement, statistics and probability.

A problem solving approach using real life situations will be used in all units.

## **SCIENCE**

Grade 7 Life Science. The 7<sup>th</sup> grade Science curriculum will introduce the students to topics such as basic biology, ecology, chemistry, physics, and the study of the earth's crust. Concept development in each of these areas will be through the use of many hands-on activities, laboratories, and field trips. Practical applications will include discussing and problem-solving important issues related to each of these topics.

Teen Health (Grade 7 & 8). Decisions for Healthy Living has been designed for you to learn that good health habits can prevent illness and, much more importantly, that good health habits can improve the way you look, the way you perform in school and sports, the way you interact with others, and the way you feel about yourself. Wellness allows you to be at your very best. Wellness is simply a way of living each day that includes choices and decisions based on healthy attitudes. Learn your anatomy by studying the systems of the human body. Discover the function of each system and how they are interrelated.

Grade 8 Earth Science. What causes earthquakes and volcanoes? Why do hurricanes and tornadoes form? What is the earth made of? How did the earth and the other planets get here? What are black holes? Why did the dinosaurs die out? These and hundreds of other questions are what earth science is all about. As you progress through this course, you will study the skills needed to be an earth scientist.

## **UNIFIED ARTS**

### **ART**

The Middle School Art Program is designed to be exploratory in scope with as many experiences in various media and techniques as possible. Although the program is sequentially structured with lessons designed to teach concepts, skills, and techniques, the emphasis is to encourage students to use their imaginations. Flexibility is stressed to allow for self-expression, creativity and individual curiosity and development. History of Art is woven into the program so that the student can relate a specific historical incident or period and artists with the activity in which he is presently involved. Resources and other departments within the school and community are also incorporated whenever possible to further expand the students' experiences.

### **COMPUTERS**

Computer/keyboard instruction is given to the 6<sup>th</sup> grade classes. For 1/4 of the year, students are taught the proper way to touch type. Students are given instruction in some basic word processing programs and formatting procedures. In addition, students learn basic computer commands and procedures.

Please see GRS Cooperative School District Policy INTRNT 1997 in the School Board Policy section of this handbook.

### **PHYSICAL EDUCATION**

Students in the Gorham Middle School are required to take Physical Education five days

a week for one quarter (45 days). Each unit or activity is presented in two week blocks of time or for ten class periods.

Students are expected to participate in each Physical Education class and are evaluated on class participation, performance, and written quiz grades.

Students are offered a wide range of activities to reinforce the basic idea that Physical Education is a lifetime activity. Activities include soccer, basketball, softball, badminton, tennis, floor hockey, conditioning, weight training, and fitness testing. In addition to the scheduled Physical Education classes, students are offered intramural activities with the classroom teachers. The intramural activities include swimming, aerobics, indoor soccer, pinguard, and alpine skiing.

## ***FAMILY AND CONSUMER SCIENCE***

Family and Consumer Science is divided into two units:

Unit #I – Introduction to Food and Nutrition. Seventh graders will acquire the basic skills needed to prepare a variety of recipes. Nutrition and dietary decision making is an important component.

Unit #II – Introduction to Sewing and Textiles. Eighth graders will become familiar with sewing notions, terminology, equipment, and textiles. Completion of two sewing projects is required.

## ***INDUSTRIAL ARTS***

Students will learn about using materials, mostly wood, and tools to make a finished product. Safety and good work habits will be stressed. Each student will plan and complete a project to keep.

## ***BAND, CHORUS, AND GENERAL MUSIC***

Band is a course for those students interested in studying to play a musical instrument. The instruments taught are flute, clarinet, saxophone, oboe, trumpet, horn, trombone, baritone, tuba, and drums. The band performs three concerts per year.

Chorus is a course for those students interested in studying vocal music. The chorus also performs three concerts per year.

General Music is required for all 6<sup>th</sup> graders. In this course we explore music reading both rhythmic and melodic. We also study different styles and composers.

## ***GUIDANCE***

Guidance is a nine-week unified arts class for all 6th and 7th graders. The class is divided into three parts, spending equal amounts of time focusing on personal/social/emotional development, academic development and career development. More specifically, students in guidance will focus on time management, study skills, organizational skills, learning styles, coping with stress, goal setting, career preferences, career interests, resumes, stereotyping, labeling, anger management, diversity, decision-making, healthy relationships, etc. Students will receive a grade of pass (P) or fail (F) at the conclusion of the course. Class participation, working cooperatively in a group, and effort the student puts into his/her assignments, will determine his/her grade. Guidance is also offered to the 8th grade, but in a capacity that is more flexible to

fit their schedule.

## **THE FAMILY RESOURCE CENTER PROJECT YOUTH – GORHAM AFTER SCHOOL PROGRAM**

Project Youth will once again offer after school programs for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders. The programs will begin shortly after school starts in September, and will be offered from 2:17 – 5:00 pm Monday through Friday.

**Homework Club** is offered from 2:17 – 3:15 p.m. at the Gorham Middle School. This year we again have Sheri Goyette on board to help with 6<sup>th</sup> grade, and are currently looking to fill the position of working with the 7<sup>th</sup> and 8<sup>th</sup> grades. The goal is to raise academic achievement for students.

At 3:15 p.m. we transition to the Family Resource Center where we offer **Snack and Enrichment Activities** such as cooking clubs, science projects, community service, etc. At 5:00 p.m. students are picked up by their parents or allowed to walk home.

Registration for either program is required, and forms will be available in the Family Resource Center lobby or from teachers. There is a \$10.00 registration fee for each student, as well as fees for the *Homework Club* and *Enrichment Activity* portions of the program (3:15-5:00 at the Family Resource Center). There is a sliding fee scale for *Homework Club*. All fees will be published on the registration form.

For more information about the after school program, please call Jan Millis, Program Director, at 466-9019, or you can also send email to [jmillis@frcberlin-gorham.org](mailto:jmillis@frcberlin-gorham.org).

## **ACTIVITIES**

### **ADVISORY/HOMEROOM**

You will be assigned an advisory teacher. This teacher serves as the liaison between school and home. This teacher will assist you in conflict resolution within the school setting.

You will report to your advisory/homeroom for such things as: planner checks, communication of events, self-esteem and team building activities, town meetings, progress reports, report cards, and special activities.

### **SUSTAINED SILENT READING (SSR)**

Sustained Silent Reading — This program takes place three times a week for 40 minutes. The students read books of their choice at this time. They are required to read from a variety of genres. When a student completes a book, he/she must conference with his/her homeroom teacher on the book. These conferences are all oral presentations. Students will also be required to complete a specific type of presentation each quarter. The grade for sustained silent reading is included as a test grade for Language Arts.

### **WINTER EXPLORATORIES**

Winter Exploratories are opportunities for you to develop your own interests. You may choose from a variety of offerings, such as acting, ceramics, florists, bowling, fitness/swimming, chess, crafts, quilting, computers, models, etc. A six-week program is offered once a year for one

day each week. Volunteers from the community are invited to share their talents by teaching an exploratory course.

### **ACADEMIC FIELD TRIPS**

Field trips can be lots of fun as long as students remember that they are not just “time out” periods. Field trips are taken to enrich learning experiences. As such, they are considered a part of the course. Students going on field trips must supply, prior to the scheduled trip date, a permission slip/medical release form signed by their parent/guardian and are subject to school rules and regulations while on the field trip. Attendance on scheduled field trips is required. Students failing to attend a required field trip must come to school that day unless they are sick.

### **SPORTS**

Plenty of different opportunities exist for you to get involved in our sports programs. Interscholastic teams exist for boys and girls and involve competition with other local schools. Intramural programs are co-educational and will run throughout the school year. Get involved in your sports program and participate in a variety of activities. Students at the 6<sup>th</sup> grade level pay a registration fee to the Recreation Department.

#### Interscholastic Sports:

Fall	-	Boys Soccer Girls Soccer
Winter	-	Cheering Boys Basketball Girls Basketball Alpine & Nordic Skiing
Spring	-	Baseball Softball

### **ATHLETIC PROGRAM**

Any eligible student may try out for the various athletic teams. Our goal is to give every student an opportunity to participate. We engage in interscholastic competition for grades 7 and 8. Students are also encouraged to participate as managers. These positions are considered an integral part of athletics.

All athletes are financially responsible for any lost or damaged equipment for which they are assigned.

Students involved in athletics and various school activities need the encouragement and support of their parents. We hope that parents become involved in the activities of their children. Please see the Philosophy of Sports for Middle School Athletes in the rear of this handbook.

### **ACTIVITY NIGHTS**

Activity nights are scheduled throughout the school year and include dances, ski nights, movies, and game nights. You are strongly encouraged to participate and enjoy the fun. Some activity nights may include parents as well as students.

### **CO-CURRICULAR ACTIVITIES**

Co-Curricular Activities are created by teachers or advisors and students with mutual interests. Joining a club is a great way to develop a new talent and meet new friends who share

your interests. Some clubs will be just for a certain season, but many will be for the entire school year. Some of our clubs include: drama, National Junior Honor Society, math team and peer mediation.

## **PHILOSOPHY OF SPORTS FOR MIDDLE SCHOOL ATHLETES**

The GRS Cooperative School District believes its students/athletes should be model sportspersons on the field of play and model school/community citizens wherever and whenever they are the official representatives of the school district. The district also believes the student/athlete is a special person, for the student/athlete tacitly accepts a responsibility not required of, nor asked of, other students. That special responsibility and honor is the willingness to let one's performance on and off the field of competition be judged as the standard of excellence in our town and in our school.

School district citizens support sports activities as a means of recognizing talent, style, and maturity. The citizens of GRS Cooperative School District simply want their students/athletes to use interscholastic sports competition as a means of becoming better people by learning the equally difficult lessons of dignity in defeat and grace in victory.

The following Code of Athletics has been developed for all athletes of Gorham Middle School. The code indicates certain criteria of behavior as well as eligibility requirements. It is expected that all athletes will abide by these standards and by additional requirements of individual coaches. In addition, it is most important to reaffirm our position that academics take top priority in the total school picture. Please note that all players will play some part of every game or contest providing that all practice rules, team rules, school rules, and athletic standards have been followed. Discretion will be left to each coach to use common sense when safety considerations and potentially embarrassing situations arise.

### Eligibility

- A) Scholastic Standing  
A student must be passing a minimum of five (5) of his/her classes to be able to participate in the interscholastic athletic program. Grades will be checked at the time of issue of each progress report and report card. Should a student not be passing five (5) classes, he/she will be removed from the team until the next progress report or report card is issued. Of course, a student must be passing five (5) classes to once again become eligible.
- B) Summer School  
A student/athlete may regain athletic eligibility by making up academic failures during the summer months.
- C) Incompletes  
Incompletes are not to be considered passing grades (for purposes of eligibility).
- D) Physical Exam  
Students shall be ineligible for interscholastic athletics unless there is on file in the school a physician's (or physician's assistant) statement certifying that the pupil has passed a pre-participation physical examination for the upcoming sports year.

### Training Rules

- A) The use of tobacco or tobacco related products are strictly forbidden.  
*1st Offense* ~three (3) game suspension if student/athlete refuses to take a Smoking Cessation course;

- ~one (1) game suspension if student/athlete agrees  
~season suspension
- B) 2<sup>nd</sup> Offense  
The use or possession of alcoholic beverages is strictly forbidden.  
 1<sup>st</sup> Offense ~three (3) game suspension if student/athlete refuses to submit to a clinical diagnosis by GMHS substance abuse counselor;  
 ~one (1) game suspension if student/athlete cooperates  
 2<sup>nd</sup> Offense ~season suspension
- C) The use or possession of non-physician prescribed narcotics is strictly forbidden.  
 1<sup>st</sup> Offense ~three (3) game suspension if student/athlete refuses to submit to a clinical diagnosis by GMHS substance abuse counselor  
 ~one (1) game suspension if student/athlete cooperates  
 2<sup>nd</sup> Offense ~season suspension
- D) Practices  
 1) An unexcused absence from school the day after a game will result in sitting out the next game.  
 2) A student/athlete must be in school the day of a practice or game by 9:06 a.m. Student failure to do so will result in his/her benching during the game.  
 3) Students who miss school for a doctor's appointment, field trip or excused family emergency will be allowed to participate in a practice or game the date of the absence, provided written notice is given to the coach.  
 4) Each individual coach is required to submit a written set of practice attendance rules before each season and distribute to players. These must be followed in regards to the Code of Athletic Ethics.

Clarification: A school-issued suspension supersedes any of the above rules. If a student is given a three (3) day school suspension, he/she may neither practice nor play with that team during his/her suspension.

### Transportation

Seating arrangements will be at the discretion of the coaches. However, any horseplay or inappropriate behavior will be handled by the coach. Punishment may include being banned from further travel with the team.

Athletes are expected to travel to and from athletic events with the rest of the team. However, the coach must receive in writing a permission slip from the student's parent prior to the departure from the contestants' school parking lot. It is important to note that students can only be released to their parent(s) – no one else.

Stops at stores or fast-food restaurants will occur at the discretion of the coaches.

General behavior at practices and home and away games is expected to be in accordance with school rules. The use of profanity is expressly forbidden.

The school realizes that extenuating circumstances sometimes do arise. Each case will be dealt with individually by the coach, athletic director, and/or principal.

## CONTRACT

This is an official contract between the undersigned student, coach, and Athletic Director of Gorham Middle School. I, as a student athlete, also recognize that in any athletic competition injuries can and do occur.

Student \_\_\_\_\_

Coach \_\_\_\_\_

A.D. \_\_\_\_\_

Date \_\_\_\_\_

I am aware of the Gorham Middle School Code of Athletic Ethics:

Parent \_\_\_\_\_

Our health insurance carrier is \_\_\_\_\_

Policy Number \_\_\_\_\_

## **CYBERBULLYING**

This district is committed to providing a positive and productive learning and working environment. Any form of harassment using electronic devices, commonly known as “cyberbullying,” by students, staff or third parties is prohibited and will not be tolerated in the district. Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner. In addition, any communication of this form which disrupts or prevents a safe and positive educational or working environment may also be considered cyberbullying. Students and staff will refrain from using personal communication devices on district property to harass or stalk another.

The District will take any report of cyberbullying seriously and will investigate reports promptly. Students are encouraged to report an incident immediately to a teacher or principal, who will take appropriate action. Students who make a report should also preserve evidence of the cyberbullying. For example, a student may save or bring a copy of an email, text message, picture or other electronic transmission that the student believes was intended to harm, insult, or humiliate.

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges, discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board. Any perceived criminal conduct will be reported immediately to local law enforcement.

# **SCHOOL BOARD POLICIES**

## ***DRUG & ALCOHOL POSSESSION AND/OR USE***

Any student found to be in possession of drugs and/or alcohol will be subjected to at least a five (5) day out-of-school suspension. Further assessment, testing and/or treatment before the student may return to school may also be required.

When a student is suspected of using an illegal substance, he/she will be brought to the school nurse's office for an assessment. This assessment may include the taking of vital signs and either part or all of the D.U.I. Detection and Standardized Field Sobriety Test. A student who fails to comply with the assessment requirement will be suspended from school for at least five (5) days.

Following this assessment the parent(s) will be notified of the results. If the student is determined to be impaired, a recommendation will be made for other options, which may include further assessment, testing and/or treatment before the student may return to school. The Gorham Police Department may also be called.

## ***BULLYING, HARASSMENT AND VIOLENCE***

### **I. General Statement of Policy**

It is the policy of the District to maintain a learning and working environment that is free from discrimination based on race, creed, color, gender, religion, or national origin. The District prohibits any form of harassment and violence.

It shall be a violation of this policy for any student or employee to harass a student or an employee through conduct or communication of any nature as defined by this policy.

It shall be a violation of this policy for any student or employee to be violent to a student or employee.

The District will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence and to discipline any student or employee who harasses or is violent to a student or employee of the District.

In the event administration has information of increasing concern of a student report of bullying, harassment, threats, violence or other incident deemed appropriate, they may refer these matters to the inquiry team for investigation, review or recommendation. Inquiry core group will be comprised of the Principal Vice Principal, and Guidance. Trained inquiry members besides the core group may be brought in as needed or requested by student, parent or administration.

### **DEFINITIONS:**

#### **II. Bullying, Sexual Harassment, Sexual Violence Defined**

GRS Cooperative School Board's goal of providing a safe learning environment requires the prohibition of acts of bullying, sexual harassment and violence on school property, buses, in any district facility, as well as at functions which are affiliated with the GRS Cooperative Schools.

Bullying may include, but is not limited to:

1. "Physical Bullying" includes punching, poking, pushing, strangling, hair pulling, biting, excessive tickling kicking, pulling clothing, stopping someone from passing through a location, hazing and stalking.
2. "Emotional Bullying" includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics, such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing, and peer or group pressure, and verbally inappropriate or demeaning language.
3. "Sexual Bullying" includes many of the above actions listed as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact, sexual assault, unwanted touching, obscene body language and verbal language, and threats.

Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. §2000e, et seq., and Title IX. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Any sexual harassment as defined when perpetrated on any student or employee by any student or employee will be treated as sexual harassment under this policy.

Sexual harassment may include but is not limited to:

1. Verbal harassment and/or abuse of a sexual nature;
2. Subtle pressure for sexual activity;
3. Inappropriate patting or pinching;
4. Intentional brushing against a student's or an employee's body;
5. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
7. Any sexually motivated unwelcome touching; or
8. Sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

## Violence

1. Physical violence includes behaviors intended to do harm to another person or as deliberate attempts to deface property. Such behaviors may include but are not limited to fighting, destruction of property, hitting, biting, and throwing objects.
2. Verbal and emotional violence include behaviors that intentionally are aimed at affronting either an individual or the school. Such behaviors may include but are not limited to swearing, name calling, teasing and bullying.

### III. Reporting Procedures

Any person who believes he or she has been the victim of any harassment or violence by a student or an employee of the School District, or any third person with knowledge or belief of conduct which may constitute harassment or violence should report the alleged acts immediately to an appropriate School District official as designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the Principal of each building or available from the Superintendent's office.

- A. In Each School Building. The building Principal is the person responsible for receiving oral or written reports of harassment or violence at the building level. Upon receipt of a report, the Principal must notify the Superintendent of Schools immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Superintendent. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and forward it to the Superintendent. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent of Schools.

#### ***Guidelines for disciplining students for out-of-school conduct:***

- a. A school has some rights to discipline a student for out-of-school conduct if the school can show that the conduct to be regulated has a direct and immediate effect on the discipline or general welfare of the school, behaviors and or conduct listed under student violations, bullying, harassment and violence.
  - b. This student handbook lists the behaviors that could subject a student to the discipline, suspension or expulsion, including conduct that takes place off campus or during non-school hours (see pages 32—34 and *GRS Cooperative School District Policy on Bullying, Harassment, and Violence*, for a complete list of behaviors).
  - c. Students may be subject to discipline, up to and including suspension and expulsion, for misconduct which is disruptive of the educational process, interferes with the work of the school, impinges on the rights of other students or school employees, or has a direct or immediate effect on the discipline or general welfare of the school, even if the conduct takes place off campus or during non-school hours.
- B. District-Wide. The School Board hereby designates the Superintendent of Schools as the School District Human Rights Officer to receive reports or complaints of harassment and violence from any individual, employee or victim of harassment or violence and also from the building Principals as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.

The School District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

- C. Submission of a complaint or report of harassment or violence will not affect the individual's future employment, grades or work assignments.
- D. Use of formal reporting forms is not mandatory.

The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of harassment and violence and take disciplinary action when the conduct has occurred.

#### IV. Investigation and Recommendation

By authority of the School District, the Human Rights Officer, upon receipt of a report or complaint alleging harassment or violence shall immediately authorize an investigation. This investigation may be conducted by School District officials or by a third party designated by the School District. The investigating party shall provide a written report of the status of the investigation within 10 working days to the Superintendent of Schools. If the Superintendent is the subject of the complaint, the report shall be submitted to the School Board.

In determining whether alleged conduct constitutes harassment or violence, the School District should consider the surrounding circumstances, the nature of the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes harassment or violence requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the School District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged harassment or violence.

#### V. School District Action

A. Upon receipt of a recommendation that the complaint is valid, the School District will take such action as appropriate based on the results of the investigation.

B. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District. The report will document any disciplinary action taken as a result of the complaint.

#### VI. Reprisal

The School District will discipline any individual who retaliates against any person who reports alleged harassment or violence or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a harassment or violence complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

#### VII. Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

#### VIII. Harassment or Violence as Abuse

Under certain circumstances, harassment or violence may constitute abuse under New Hampshire law. In such situations, the School District shall comply with said law.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged abuse.

#### IX. Discipline

The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension or immediate discharge to end harassment and violence and prevent its recurrence.

#### X. By-Pass of Policy

Any individual with a harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights or Office of Civil Rights.

### **SAFE SCHOOL ZONE**

#### I. Policy Purpose:

Each student has the right to attend the public school and its activities without fear of personal harm and violence. This policy is adopted in compliance with the federal "Gun-Free Schools Act of 1994" and Chapter 193-D of the Statutes of the State of New Hampshire (revised).

#### II. Safe School Zone:

- A. Acts of theft, destruction, or violence: Such acts are prohibited on school property (schools, playgrounds, fields, buses, and public/private property used for school purposes) and at school activities and are punishable by suspension/expulsion from school as well as criminal penalties. Such acts are those defined by NHRSA 193-D:1 and include, but are not limited to, homicide, assault, criminal mischief, arson, burglary, robbery, theft, and illegal sale or possession of a controlled drug.
- B. Weapons: Possession of weapons is prohibited on school property and at school activities and is punishable by suspension/expulsion from school for one (1) year as well as criminal penalties. Weapons include but are not limited to firearms, BB and pellet guns, explosive, incendiary or gas devices, knives or pikes, martial arts sticks/clubs/stars, and razors. Under NHRSA 193:13, III, "Any pupil who knowingly possesses a firearm in a safe school zone without written authorization from the Superintendent ... shall be expelled from school ..."

#### III. Procedures:

- A. All school employees shall report, in writing, to the principal any act of theft, destruction, or violence within twenty-four (24) hours of witnessing such an occurrence.
- B. All school employees shall report, IMMEDIATELY, to the principal any student or person in possession of a weapon on school property or at a school activity.

- C. All principals shall file all reports received of theft, destruction, or violence or of possession of a weapon to the local law enforcement authority within twenty-four (24) hours.
- D. All hearings regarding the suspension/expulsion of students under this policy will be held in accordance with the procedures adopted by the School District for “due-process” hearings.
- E. As required by Title VIII of ESEA, an annual report detailing the description of circumstances surrounding suspensions/expulsions under this policy will be filed with the New Hampshire State Department of Education.
- F. As required by NHRSA 193-D:8, student records for pupils transferring to a new school “shall include...records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.”

### ***BUS BEHAVIOR/CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR***

Strict attention to these rules will be expected of each student because the safety of passengers, the general public, and the driver is at risk when distractive and disruptive behavior occurs.

#### Safety Rules

- Younger students shall sit in the front seats unless otherwise directed by the bus driver.
- Remain seated at all times except when leaving the bus.
- Keep arms, legs, hands, and feet out of the aisle when seated.
- Keep arms, hands, feet, and heads inside the windows.
- Keep all personal belongings out of the aisle.
- THE FOLLOWING ARE **NOT** ALLOWED:
  - Throwing anything inside the bus or out the windows.
  - Shouting and screaming on the bus.
  - Eating or drinking on the bus.
  - Possession of dangerous objects including knives, guns, lighters, aerosol cans.
  - Possession of controlled substances including alcohol, drugs, and tobacco.
  - Physical or verbal abuse of anyone.
  - Standing, kneeling, or moving within the bus while it is moving.
  - Leaving the bus except at the assigned stop or with special permission.

#### Consequences

- The bus driver is responsible for correcting behavior that poses an immediate danger to passenger safety.
- At the driver’s discretion, students may be assigned to a specific seat in the bus.
- After the second violation of the above rules, the driver will notify the appropriate school principal of the nature of the problems and a written warning will be sent by the school principal to the parents.
- The third violation of these rules will result in suspension from the bus for two (2) days by the school administration.
- Further violations of these rules will result in progressively longer suspensions and/or referral to the School Board for suspension for the balance of the school year.

### ***BUS AUDIO/VIDEO CAMERA POLICY***

The GRS Cooperative School District views the safety and welfare of its students to be a most important aspect of its transportation program. To this end, audio/video equipment has

been installed on our buses to promote desired student behavior and aid in the safe operation of the bus.

A warning will be posted on each bus notifying all passengers that they are subject to being recorded and video taped while on the bus. In addition, on a yearly basis, notification will be sent home to the parent(s) or guardian(s) of all students notifying them of the presence of video equipment on the buses and of this policy.

The cameras will be in use on a random basis as needed. The bus drivers may have the discretion of using the cameras when they feel it is warranted. Spare tapes will be kept on the bus at all times. Tapes will be kept in the principal's office and reused unless needed to verify a disciplinary incident. The principal and/or bus driver can issue a warning or a suspension from the bus to any student who violates the bus rules. Tapes kept for this purpose will be saved until the issue is resolved. Only the bus drivers, principals, school board members, SAU personnel (when appropriate) and the individual involved in the incident (and their parents/guardians) will be allowed to view the tape and only that part of the tape pertinent to the issue at hand.

The following procedure shall be used regarding these cameras:

- All footage will be considered confidential and is to be viewed only on an "as needed" basis by the administration and parents to serve as an aid to determining inappropriate behavior.
- Tapes not necessary for ensuring appropriate discipline will be recycled within three (3) days.
- The driver is responsible to maintain control of the bus and will continue to intervene any time a student's behavior threatens his or her safety and/or the safety of other students.

## ***INTERNET ACCESS***

**Purpose:** The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology, electronic data and the Internet.

**Objective and Definition:** The objective of electronic information security is to ensure data continuity and minimize damage by preventing, controlling and minimizing the impact of security breaches. The purpose of this procedure is to protect the GRS Cooperative School District's various electronic information resources from threats, whether internal or external, deliberate or accidental. Electronic information resources are defined as all of the District's computer equipment, including any desktop or laptop computers and all hardware owned or leased by the District; the GRS Cooperative's computer network, and any computer software licensed to the GRS Cooperative District; and stored data. The policy shall apply to all users, whether or not affiliated with the GRS Cooperative District, of GRS Cooperative District electronic information resources as well as to all uses of those resources, wherever located including data in school administrative, medical, student achievement and/or special education databases.

### The School District Services

The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

## Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege not a right and must be treated as such by all users of the network and its associated systems. Inappropriate use or violations will result in the cancellation of these privileges and/or other disciplinary action.
2. Information networks will be used for the purposes of research, education, and school-related business and operations.
3. Any system which requires password access or which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.
5. All communications and information accessible via any District network should be treated as private property.

## Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses a network to access inappropriate materials.

10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
11. Uses a District network for illegal harassing, vandalizing, cyber bullying, inappropriate or obscene purposes, or in support of such activities.
12. The employee shall be responsible for any losses, costs or damages incurred by the school department related to violations of policy EGA & GCSA and/or these rules.

#### District Rights

1. Monitor all activity.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Inspect or review accounts and files including e-mail which has no guarantee of privacy.
4. Log network use and monitor storage disk space utilization by users.
5. Determine what is appropriate use.
6. Terminate, suspend, or otherwise limit a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
7. Cooperate fully with any investigation concerning or relating to the District's network activity.

#### School District Internet Code of Conduct

Use of the Internet by students and staff of the District shall be in support of Education and research that is consistent with the mission of the District. Internet use is limited to those persons who have been issued District-approved accounts. Use will be in accordance with the District's Acceptable Use Procedures and this Code of Conduct.

1. Comply with all school rules regarding behavior and personal conduct.
2. Protect your Internet log from information from others.
3. Do not reveal personal information including addresses or phone number.
4. Respect the privacy of other users. Do not use other users' passwords.
5. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other anti-social behaviors.
6. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
7. Treat information created by others as the private property of the creator. Respect copyrights.
8. Use any network in a way that does not disrupt its use by others.

9. Do not destroy, modify or abuse the hardware or software in any way.
  
10. Do not develop or pass on programs that harass other users or infiltrate a computer of computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.
  
11. Do not use the Internet to access or process pornographic or otherwise inappropriate material.
  
12. Do not use the Internet for commercial purposes.

The District reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

## SCHOOL DISTRICT INTERNET ACCESS RELEASE FORM

As a condition of my right to use the School District network resources, including access to the Internet, I understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.
2. That District administrators and staff have the right to review any material stored on district computers in files and to edit or remove any material which they, in their sole discretion, believe may be unlawful, obscene, abusive, or otherwise objectionable and I hereby waive any right of privacy which I may otherwise have to such material.
3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.
4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.
5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.
6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.
7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

Signature of User \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_

I hereby certify that I will abide by the conditions set forth in this document, the Acceptable Use Procedures and the Code of Conduct.

Signature of User \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_

## **COMPLAINT RESOLUTION**

It is the belief of the School Board that complaints are effectively and quickly resolved if they are directly dealt with between the individuals involved. Therefore, complaints should be discussed in a personal conference with the teacher or other staff member involved as soon as possible after the cause for the complaint.

When the nature of the complaint dictates otherwise or when it cannot be resolved between the parties, a conference should be scheduled with the building principal. If the building principal or an SAU #20 administrator is the cause of the complaint, a conference should be scheduled with the Superintendent of Schools.

It is expected that most complaints will be resolved satisfactorily through these procedures. However, in the event that a complaint is not resolved or if the complaint involves the Superintendent of Schools, a written appeal may be made to the School Board and the Board will set a date for a hearing on the complaint. The written appeal should include the rule, decision, action, or failure to act that is the source of the complaint.

Since all such hearings involve issues of a personal nature (either directly or indirectly), all hearings will be routinely in non-public session. Individuals may be represented by counsel, may present witnesses and/or documentary evidence, and cross-examine witnesses. The Board shall, within a reasonable time after the hearing is completed, give its decision in writing.

## **CIVIL RIGHTS OF STUDENTS WITH DISABILITIES**

### Section 504

Section 504 of the Rehabilitation Act of 1973 protects the rights of persons with handicaps in programs and activities that receive federal financial assistance. Section 504 states in part, "No otherwise qualified individual with handicaps in the United States, as defined in section 706 (8) of this title, shall, solely by reason of his or her handicap, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

For further information regarding Section 504, please contact the administration or guidance at the high school.

## **EXPULSION**

Being expelled from school is an action which may be taken by the Superintendent and the School Board on the recommendation of the Superintendent and by the Principal. Expulsion means that the student is compelled to withdraw from school. The student, prior to the start of each school year, may request re-admittance. Whether or not the student may at a later date re-enter school is a decision made by the School Board upon recommendation of the Superintendent of Schools and by the Principal.

**STUDENT DUE PROCESS RIGHTS REGARDING  
SUSPENSION AND EXPULSION  
SECTION 193:13**

I. (a) The superintendent or chief administering officer, or a representative designated in writing by the superintendent, is authorized to suspend pupils from school for a period not to exceed ten (10) school days for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school.

(b) The school board or a representative designated in writing by the school board is authorized, following a hearing, to continue the suspension of a pupil for a period in excess of ten (10) school days. The school board's designee may be the superintendent or any other individual, but may not be the individual who suspended the pupil for the first 19 days under subparagraph (a). Any suspension shall be valid throughout the school districts of the state, subject to modification by the superintendent of the school district in which the pupil seeks to enroll.

(c) Any suspension in excess of ten (10) school days imposed under subparagraph (b) by any person other than the school board is appealable to the school board, provided that the superintendent received such appeal in writing within ten (10) days after the issuance of the decision being appealed. The school board shall hold a hearing on the appeal, but shall have discretion to hear evidence or to rely upon the record of a hearing conducted under subparagraph (b). The suspension under subparagraph (b) shall be enforced while that appeal is pending, unless the school board stays in session while the appeal is pending.

II. Any pupil may be expelled from school by the local school board for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school, or for an act of theft, destruction, or violence as defined in RSA 193-D:1, or for possession of a pellet or BB gun or rifle, and the pupil shall not attend school until restored by the local board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local board to the state board of education. Any expulsion shall be valid throughout the school districts of the state.

III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

IV. The local board shall adopt a policy which allows the superintendent or chief administering officer to modify the expulsion requirements set forth in paragraphs II and III on a case by case basis.

V. Any pupil expelled by a local school board under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in another school district in New Hampshire for the period of such expulsion. Nothing in the section shall be construed to prevent the local school district that expelled the student from providing educational services to such students in an alternative setting.

VI. A pupil expelled from school in another state under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in a school district in New Hampshire for the period of such expulsion.

VII. For purposes of paragraphs I, II and III, school board may be either the school board or a subcommittee of the board duly authorized by the school board.

SCHOOL ADMINISTRATIVE UNIT #20

GORHAM, RANDOLPH, SHELBURNE, MILAN, DUMMER, ERROL  
123 Main Street, Gorham, NH 03581  
Telephone (603)466-3632  
Fax (603)466-3870

Mr. Paul Bousquet  
Superintendent

Rebecca Hebert-Sweeny  
Co-Director of Special Service

## **NOTICE OF RIGHTS PURSUANT TO RSA 186-C:16-B THE STATUTE OF LIMITATIONS FOR SPECIAL EDUCATION CASES**

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

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

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

If you suspect that your child is educationally disabled and qualifies for such special services, you may make written referral requesting that the School District determine your child’s eligibility. Such referrals should be addressed to the Special Education Contact Person at your local school.

Mr. Keith Parent, Principal  
Gorham Middle/High School  
120 Main Street  
Gorham, NH 03581

Ms. Karen Cloutier, Principal  
Edward Fenn Elementary School  
169 Main Street  
Gorham, NH 03581

Ms. Kathy Urso, Principal  
Errol Consolidated School  
Route 26  
Errol, NH 03579

Mr. David Backler, Principal  
Milan Village School  
11 Bridge Street  
Milan, NH 03588

Mrs. Rebecca Hebert-Sweeny, Co-Director of Special Services  
School Administrative Unit #20  
123 Main Street  
Gorham, NH 03581

The special education laws confer many rights and obligations upon parents and school districts regarding educationally disabled children. These include, but are not limited to, the following that are listed in Title 20, United States Code, Section 1415(b):

- 1 Parents may examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education.
- 2 Parents may obtain an independent educational evaluation.
3. The School District may adopt procedures to protect the rights of the child whenever the

parents of the child are unknown or unavailable or whenever the child is a ward of the state. Such procedures may include the assignment of an individual who is not an employee of the School District or the State Department of Education, to act as a surrogate for the child's parents or guardian.

4. The School District must give the child's parent or guardian prior written notice whenever the District proposes to initiate or change, or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The School District must adopt procedures designed to assure that this notice fully informs the parents or legal guardian in their native language of all procedures available under Section 1415, unless it is clearly not feasible to do so.
5. The School District must adopt procedures that include the opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of free appropriate public education to such child.
6. Whenever a school district receives such a complaint, the child's parents or guardian shall have the opportunity for an impartial due process hearing which shall be conducted by an administrative hearing officer appointed by the State Department of Education. The hearing officer shall not be an employee of any agency involved with the education or care of the child. The administrative hearing officer's decision may be appealed to U.S. District Court or to the New Hampshire Supreme Court.

State law establishes short deadlines for requesting an administrative hearing and for appealing the hearing officer's decision to the courts. According to New Hampshire Revised Statutes Annotated Section 186-C:16-b, which became effective on May 1, 1992:

1. Any action seeking to enforce special education rights under state or federal law shall be commenced by requesting an administrative hearing from the State Department of Education within two (2) years of the date on which the alleged violation was or reasonably should have been discovered. However, any action against a school district to recover the cost of a unilateral special placement shall be commenced by requesting an administrative hearing from the State Department of Education within ninety (90) days of the unilateral placement.
2. Where the parent, legal guardian, or surrogate parent has not been given proper notice of special education rights pursuant to Title 20, United State Code, Section 1415(b), including notice of the time limitations in New Hampshire Revised Statutes Annotated Section 186-C:16-b, such limitations shall run from the time notice of those rights is properly given. The State Department of Education shall make an available model notice of rights which school districts may use as one means of complying with this notice requirement.
3. An appeal from the State Department of Education administrative hearing officer's decision to a court of competent jurisdiction shall be commenced within one hundred twenty (120) days from receipt of the decision. All such decisions shall be sent certified mail, return receipt requested.
4. Any action under Title 20, United States Code, Section 1415(e), seeking reimbursement from the school district for attorneys fees related to a request for an administrative hearing, shall be commenced within one hundred twenty (120) days from the receipt of the State Department of Education administrative hearing officer's decision.
5. When a unilateral placement has been made without the school district of residence being offered a reasonable opportunity to evaluate the child and to develop an individualized education plan, reimbursement may not be sought from the school district for any costs incurred until the school district is given an opportunity to evaluate the child and to develop an individualized education plan. For additional information regarding special education and the special education laws, please contact Mrs. Rebecca Hebert-Sweeny, Co-Director of Special Services, School Administrative Unit #20, 123 Main Street, Gorham, NH 03581, (603)466-3632.

## **NOTIFICATION OF FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask GRS Cooperative School District to amend a record that they believe inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures or personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has legitimate educational interest if the official needs to review educational records in order to fulfill his or her professional responsibility.

(Optional) Upon request, the District discloses education records without consent to officials or another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliances Office  
U.S. Department of Education  
600 Independence Avenue, S.W.  
Washington, DC 20202-4605

## NOTICE FOR DIRECTORY INFORMATION

The Family Education Rights and Privacy Act (FERPA), a Federal law, requires that GRS Cooperative School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, GRS Cooperative School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the GRS Cooperative School District to include this type of information from your child's education records in certain school publications. Examples include:

- ◆ A playbill, showing your student's role in a drama production;
- ◆ The annual yearbook;
- ◆ Honor roll or other recognition lists;
- ◆ Graduation programs; and
- ◆ Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. <sup>(1)</sup>

If you do not want GRS Cooperative School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by October 15<sup>th</sup> of the current school year. GRS Cooperative School District has designated the following information as directory information:

- ◆ Student's name
- ◆ Participation in officially recognized activities and sports
- ◆ Address
- ◆ Telephone listing
- ◆ Weight and height of members of members of athletic teams
- ◆ Electronic mail address
- ◆ Photograph
- ◆ Degrees, honors, and awards received
- ◆ Date and place of birth
- ◆ Major field of study
- ◆ Dates of attendance
- ◆ Grade level
- ◆ The most recent educational agency or institution attended

## **NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of –*
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use;
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

GRS Cooperative School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. GRS Cooperative School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GRS Cooperative School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. GRS Cooperative School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-5901

## **GORHAM MIDDLE/HIGH SCHOOL PARENT/SCHOOL COMMUNICATION GUIDE**

This material has been assembled to aid students and their parents in the process of communicating with school personnel. This provides you, the parent of a Gorham Middle/High School student, an overview of the avenues that can be helpful should questions, issues, or concerns arise.

### ***WHOM TO CALL***

There are several avenues for gaining information at Gorham Middle/High School, including the teachers, administrators, guidance counselors, and school publications.

- ✓ Questions and concerns about a specific class should be answered by speaking directly with the teacher.
- ✓ Should your questions concern your student's overall educational program or his/her social and emotional growth, you should contact your child's guidance counselor – Matthew Saladino (grades 6-8) and Christine Lemoine (grades 9-12).
- ✓ Attendance, discipline or extra-curricular concerns should begin with the teacher, coach, or advisor. Should questions/concerns persist, please contact Dan Gorham, our Assistant Principal and Athletic Director.
- ✓ School Principal, Keith Parent, remains available at any time should you need further administrative help.
- ✓ Calendar information is available through Anne Bennett, the school receptionist, or on-line at [www.sau20.org](http://www.sau20.org).

### ***PROBLEMS***

Concerns and problems need to be addressed in a timely fashion in order to best serve all participants, especially the student. Please encourage your son/daughter to speak to his/her teacher, coach, or advisor as soon as any problem surfaces. A process to follow in resolving concerns has been outlined and is attached.

It is the responsibility of Gorham Middle/High School staff to educate your child and to provide each student with the skills and knowledge needed to succeed. It is the parents'/guardians' responsibility to keep informed about your son/daughter's education. Together, it will be possible to assist our children in reaching their potential as responsible adults and successful learners.

## **GORHAM MIDDLE HIGH SCHOOL CHAIN OF COMMAND PROCEDURE/CONFLICT RESOLUTION POLICY\***

1. Student/Teacher(s)
  - a. As soon as possible the student should meet with the teacher.
  - b. If the issue is unresolved, the student may consider discussing this with their guidance counselor after they talk with the teacher.
2. Student/Teacher(s)/Parent(s)
  - a. Please call to set up an appointment with the teacher.
  - b. If the teacher cannot be reached, please call the office to arrange a meeting. A meeting will be set up for you with the teacher.
3. Student/Teacher(s)/Parents(s)/Department Chairperson (if appropriate)
  - a. Please call to set up an appointment with the teacher.
  - b. If possible, student should be present at the meeting.
  - c. Concerns must be in writing and submitted to the Athletic Director prior to the meeting.
4. Student/Teacher(s)/Parents(s)/Principal
  - a. Please call to set up an appointment with the Principal.
  - b. If appropriate, student should be present at the meeting.
  - c. Concerns in writing must be submitted to the Principal prior to the meeting if they are different than those in item number 2 and 3.
5. Parent(s)/Teacher(s)/Principal/Superintendent
  - a. Please call to set up an appointment with the Superintendent.
  - b. Concerns in writing must be submitted to the Superintendent prior to the meeting if they are different than those in item number 2, 3 or 4.
6. Parent(s)/Teacher(s)/Principal/Superintendent/School Board Chairperson
  - a. Please call the Superintendent to set up an appointment with the School Board.
  - b. Any and all concerns must be in writing 48 hours prior to the School Board meeting and made available to everyone concerned.
7. Student/Parent(s)/Teacher(s)/Principal/Superintendent/State School Board

\*Note – Teacher has the right to be present at all meetings.

## **GORHAM MIDDLE HIGH SCHOOL CHAIN OF COMMAND PROCEDURE/CONFLICT RESOLUTION MODEL**

1. Student-Athlete/Coach(es)
  - a. Coaches and administration do realize that sometimes a student-athlete may feel uncomfortable talking to his/her coach. Should this occur, we encourage the student-athlete to talk to his/her parent/guardian and have the parent make the initial contact with the coach.
  
2. Student-Athlete /Coach(es)/Parent(s)
  - a. Please call to set up an appointment with the coach.
  - b. If the coach cannot be reached, please call the Athletic Director. A meeting will be set up for you with the coach.
  - c. Concerns must be in writing and submitted to the Athletic Director prior to the meeting.
  
3. Student-Athlete/Coach(es)/Parents(s) Athletic Director
  - a. Please call to set up an appointment with the Athletic Director.
  - b. Athlete must be present at the meeting.
  - c. Concerns must be in writing and submitted to the Athletic Director prior to the meeting.
  
4. Student-Athlete/Coach(es)/Parents(s)/Athletic Director/Principal
  - a. Please call to set up an appointment with the Principal.
  - b. Student athlete must be present at the meeting.
  - c. Concerns in writing must be submitted to the Principal prior to the meeting if they are different than those in item number 3.
  
5. Student-Athlete/ Coach(es)/ Parent(s)/Athletic Director/Principal/Superintendent
  - a. Please call to set up an appointment with the Superintendent.
  - b. Student athlete must be present at the meeting.
  - c. Concerns in writing must be submitted to the Superintendent prior to the meeting if they are different than those in item number 3 or 4.
  
6. Student-Athlete/Coach(es)/Parent(s)/Athletic Director/Principal/Superintendent/School Board

When dealing with a coach, please be sure to contact the appropriate coach, i.e. JV or Varsity.

**We ask that you please do not confront a coach before, after or during a practice or game. These can be emotional times for both parent and the coach and this situation does not promote resolution or objective analysis.**

**Should the conflict resolution model not be followed, the student-athlete will not be allowed to participate in the program until the proper procedure is followed**