

Mascenic Regional School District Student & Family Handbook 2023/2024



**Dr. Christine Martin - Superintendent
16 School Street - Greenville - NH - 03048
603-291-2017**

Serving Greenville & New Ipswich

Mascenic Regional School District Student & Family Handbook 2023/2024



It is the expectation that students and families familiarize themselves with this document as informed members of the Mascenic Regional School District's learning community. An acknowledgement form is distributed separate from this document. Acknowledgement forms will be distributed to students and discussed. These forms are *required to be completed and returned with signatures* of the student, student's teacher, and at least one parent/guardian.

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Mascenic Regional School District Vision

“We will provide students with the skills to become effective participants in a democratic society.”

We will do this by providing students with a sense that:

- Acquiring knowledge is a lifelong pursuit
- Using their skills to assist others and advance society is a worthy objective.
- Democracy can only succeed with knowledgeable and active participants.

Mission Statement

The Mascenic Regional School District is dedicated to the development of lifelong learners by:

- Providing a rigorous, personal, educational opportunity
- Fostering a coordinated continuous learning environment
- Supporting the traditions and character of our communities
- Encouraging high standards of social behavior, ethics and cooperation

We will follow these guiding principles in a fiscally responsible manner as we prepare our students to lead, serve and thrive in our community, our country and the globe.

Core Beliefs

1. We expect excellence in education for all students.
2. We believe all students can learn.
3. We believe students, staff, teachers and families should be responsible partners in learning.
4. Students should be interested and active participants in a democratic society.
5. Students should be lifelong learners.

**To ensure a safe, appropriate, and effective learning environment, changes to this document may be required during the course of the year. Notification of changes will be delivered to the students from the administration, posted on our website, and will be effective immediately. This handbook will be reviewed annually by committee and updates will be presented to the Board.*

DISTRICT DIRECTORY

MASCENIC REGIONAL SCHOOL BOARD

Mrs. Rachel Anderson	Chair	New Ipswich
Mrs. Julie Lampinen	Vice Chair	New Ipswich
Mr. Tom Falter	Member	Greenville
Mrs. Keryn Matson	Member	New Ipswich
Mr. Eric Neilson	Member	Greenville

S.A.U. 87 ADMINISTRATIVE PERSONNEL

Dr. Christine Martin	Superintendent of Schools	291-2009
Ms. Melissa Gray	Director of Curriculum, Instruction, Assessment	291-2006
Ms. Lizabeth Baker	Business Administrator	291-2005
Mr. Craig Reynolds	Director of Facilities	291-2007
Mr. Matt Ballou	Director of Technology	291-2012
Ms. Kristin Tevepaugh	Director of Student Services	291-2011

NOTICE OF NON-DISCRIMINATION ([RSA 354-A](#))

“It is the policy of the School Board that there will be no discrimination on the basis of age, race, creed, color, religion, marital status, sexual orientation, national ethnic origin, economic status or disability for employment in, participation in, admission/access to, or the operation and administration of any educational program, food nutritional program or activity in the Mascenic School District ([SB Policy AC](#)).” Any person having inquiries concerning any School Districts’ compliance with the regulations implementing Section 504 (Office of Civil Rights), Title IX or the ADA (American with Disabilities Act) is directed to contact Melissa Gray, the Director of Curriculum, Assessment, and Instruction, at 603-291-2006.

INCLEMENT WEATHER

If the superintendent needs to cancel school due to inclement weather, an announcement will go out through Thrillshare, and a message will be posted on our district website, Facebook Page, and Twitter as well as available on local radio and news stations.

On a delayed opening, school will start two (2) hours after the regular starting time and bus stop pick-ups will begin two (2) hours later than normally scheduled. Dismissal will be at the regular time. Should road conditions remain hazardous, or worsen, the “NO SCHOOL” announcement will be made through Thrillshare phone notification. Notification will also be posted on the district website, Facebook Page, and Twitter as well as available on local radio and news stations.

If emergency conditions should occur during the school day, it may become necessary to dismiss students early. Homeroom teachers must have a form signed by each student's parent/guardian stating where the student should go in the event of an early dismissal. An announcement will be made through the Thrillshare phone notification, district website, Facebook Page, and Twitter.

SCHOOL ACCESS & BUSINESS HOURS

Students and approved visitors may access the school buildings during operating hours, Monday through Friday, when school is in session, unless otherwise posted or if prior arrangements have been made. Summer office hours will be posted. All entry is through the front door/Main Office. If a student has an extra-curricular or athletic event, those dates and hours are made available by their advisor/coach and/or through postings on the school calendar. There is no legal access to the school and/or its properties outside of normal business hours with the exception to special events, as advertised in advance, and only to the applicable areas.

Students/families who are in the building outside of school hours for an extracurricular event should be supervised by an adult at all times. Any damage to school property will be the responsibility of the student/family.

VISITORS & SHADOWING

ALL visitors must enter through the building's main entrance. The administrative assistant will need to manually admit visitors who will gain entry directly into the main office. Visitors will sign in and out at the main office upon arrival, and receive a visitor badge. The purpose of these procedures are to ensure student and staff safety. Students are prohibited from allowing adults or other students into the building from any entrance/exit.

Students are not allowed to bring visitors/shadows to school. Students who bring visitors/shadows to school, will be asked to send that person(s) home. Students are not allowed to bring younger members of their families to school.

Anyone interested in enrolling in Mascenic schools and wishing to visit the schools during school hours to help inform the decision to enroll, should first contact the Principal to arrange a date and time. At least one-week notice is sufficient to help ensure an appropriate visit in most cases. Any specific needs or requests should be addressed when contacting the Principal.

POSTING & DISTRIBUTION OF MATERIALS ON SCHOOL GROUNDS

No advertisement, announcement, poster, or other materials shall be posted/distributed on school property without prior administrator approval. Anyone posting is responsible for the immediate removal of materials upon expiration.

POWERSCHOOL ACCESS

Powerschool is the student information system that is used to communicate grades and attendance on a regular basis with parents. Parent/guardian(s) and students are encouraged to log in to Powerschool regularly and email/call/conference with teachers regarding grades entered. If you need access to Powerschool, contact the main office for login credentials. If you have your login credentials, go to <https://mascenic.powerschool.com/public/> and enter your login information.

ENROLLING IN THE MASCENIC SCHOOLS

Students planning to enter the Mascenic Regional Regional School District from another school, and residing in Greenville or New Ipswich, must first complete a registration packet. The packet, including application, must be first completed, submitted, and verified, prior to beginning school.

The following documents must accompany applications:

- Birth certificate
- State/Government Issued Photo ID of parent/Guardian(s)
- Proof of residency in Greenville or New Ipswich (rental agreement, lease, purchase agreement, utility)
- Proof of legal guardianship/custody (If divorced, separated, or orphaned—proof of physical custody)
- Transcript and most recent grades
- IEP or 504 if applicable
- Immunization records

NOTE: Students who return to school from a withdrawal to home or private school should check with the main office to see what the school still has on file. Forms may have to be completed again prior to enrolling for classes.

RESIDENCY

Residence is defined as the place where the student and parent/guardian(s) have established their permanent home and where the family regularly eats and sleeps in a specific place of lodging. It is a place where the student and his/her parent/guardian(s) are habitually present and to which when departing, they intend to return directly.

EMERGENCY INFORMATION

Emergency Fact/Contact Sheets are sent home at the start of each school year for all students. Parents should update the forms so that the main office and nurse have your current contact information. This information provides the school with contact information in

the event of an emergency. Parents must provide a working phone number to the school. District communication (Thrillshare) will be through the primary contact number.

Emails, phone numbers and custody information should be updated if they change during the school year. This helps to ensure that we have correct information in our files and are able to contact you when necessary; Administration regularly sends out email blasts notifying parents of upcoming events and important information through email and the primary number that you provide is the number where you will receive voice messages.

Any adult who has custodial or guardian authorization for your children **MUST** be listed on the Emergency Fact Sheet. It is important that the school is made aware if there are any custody issues or if your child should not be released to certain individuals. If there is a custody issue a copy of the most recent custodial paperwork from the court is important for us to have so that we may follow the intention of the court. Without the appropriate paperwork a child may be dismissed to a non-custodial parent. Please return forms to the main office and/or your child's advisory teacher in a quick and timely manner.

Should a student no longer meet residency requirements, the student will need to attend school elsewhere based upon residency. *Seniors in good standing may apply in writing to the School Board, through the building level Principal, for continued enrollment through graduation.

MEDICATION IN SCHOOL

Any medication that must be taken during school hours must be brought to the main office in its original container by a parent/guardian. A physician's order for prescription medication is required, along with written parent/guardian(s) permission. Administering over the counter medication at BMS and MRHS , such as Tylenol, requires written parent/guardian(s) permission and must remain with the school nurse. The school nurse is then able to supervise the administration of any medication during the school day and check for side effects and possible adverse reactions. For unexpected severe reactions, Benadryl and/or adrenaline are available at the discretion of the nurse. The Food and Drug Administration classifies Ritalin and some of the other medications used to treat Attention Deficit Disorder as controlled drugs. This is because of their potential for abuse among the general population. Therefore, in order to protect your child, parent/guardian(s) are required to personally deliver Ritalin or any other controlled drug to the school nurse instead of sending it with your child. Please feel free to call the school nurse with any questions or concerns. Any student found with medication in school, without following the above procedure, will be referred to administration for discipline.

[Medication in Schools Consent Form](#)
[Over the Counter Consent Form for BMS and MRHS](#)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ([FERPA](#))

This federal law protects the privacy of student education records. FERPA gives parents/guardian(s) certain rights with respect to their children's education records. These rights transfer to the student when s/he reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have been transferred are "eligible students."

- Parent/guardian(s) or eligible students have the right to inspect and review the student's education records maintained by the school. Those interested in reviewing the records should contact the Principal to begin the process.
- Parent/guardian(s) or eligible students have the right to request that the school correct records, which they believe to be inaccurate or misleading. Should a parent/guardian(s) or eligible student believe a correction is needed, they should begin the process with the Principal.

EDUCATION RECORD

In accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Records and notes maintained by a teacher, administrator, school physician, or school psychologist for his/her own use, and which are not available or distributed to others (except substitutes) are exempt from this definition.

STUDENT DIRECTORY INFORMATION

For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire [RSA 189:1-e](#), the term "directory information" means:

- Students' name, address, telephone number, date and place of birth, dates of enrollment
- Parent/guardian(s) name and address
- Students' grade level, enrollment status and dates of attendance
- Students' photograph
- Students' participation in recognized school activities and sports
- Weight and height of members of athletic teams
- Students' diplomas, certificates, awards and honors received

The District may release or disclose student directory information without prior consent of the student's parent/guardian(s) or eligible student. Within the first three weeks of each school year, the District will provide notice to parent/guardian(s) or eligible students that the District may publish directory information without their prior consent. Parent/guardian(s) or eligible students will be given two weeks after this notice to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from parent/guardian(s) or eligible students that any or all directory

information shall not be released will only be valid for that school year and must be re-issued each school year.

STUDENT PERMANENT RECORD

A student's permanent record (transcript) contains the following information, as available:

- Student's legal name
- Student's class designation/year of graduation
- Record of schools attended
- All courses attempted with earned grades and credits
- Standardized testing, educational evaluations and grade reports
- Achievement awards or honors if applicable

DISCLOSURE OF STUDENT RECORDS AND STUDENT INFORMATION

In addition to directory information, the District may disclose student records and student information without consent to the following parties or under the following conditions.

- School Officials with a Legitimate Educational Interest. School officials with a legitimate educational interest, as defined in policy [JRA](#), may access student records. "Legitimate education interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.
- Other schools into which a student is transferring or enrolling.
- Officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid.
- Organizations conducting certain studies for, or on behalf of the school district. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of developing, validating or administering predictive tests; administering student aid programs; or improving instruction.
- Accrediting organizations.
- Judicial orders or lawfully issued subpoenas.
- Health and safety emergencies.

ACADEMIC DISHONESTY/PLAGIARISM

Mascenic Regional School District is committed to the intellectual development of our students through their original work.

Students who attempt to receive credit for work which is not their own deprive themselves of an opportunity to learn and progress. When students copy a paper from the Internet or another student, copy another person's homework, provide another student their work, look

at another student's answers on a test or quiz, resubmit work that has already been submitted for another class, or fail to give adequate attribution for information from a source in a research paper, they commit acts of academic dishonesty. The two most common forms of academic dishonesty are outlined below.

"Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise." Example of cheating include:

- Copying from another student or allowing others to copy work submitted for credit or a grade.
- Collaborating/working together on assignments without prior teacher approval or permission
- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an exam or complete an assignment for you, including exams taken on a home computer.
- Allowing others to research and write your assigned papers or other assignments, including using papers found online.
- Submitting someone else's work as your own, including, but not limited to, material obtained in whole or in part from commercial study or homework help websites, or content generated or altered by digital paraphrasing tools (Artificial Intelligence Technology).
- Fabricating and/or falsifying data (in whole or in part).
- Giving assistance to others taking part in acts of academic misconduct/dishonesty: Allowing a peer/classmate to use your work, assist in cheating, etc.
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each teacher.
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, or send information.

(City University of New York, "Academic Integrity Policy")

"Plagiarism is the act of presenting another person's ideas, research or writing as your own." Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks, footnotes, or parenthetical citations attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.

- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.
(City University of New York, “Academic Integrity Policy”)

Students at MRHS will participate in a presentation on academic dishonesty at the beginning of the year to :

- a. Inform students of the school expectations
- b. Educate students on what constitutes academic dishonesty
- c. Provide suggestions/strategies on how to avoid being dishonest

The penalty for academic dishonesty:

- First offense: The student has the option to complete a reflection on their behavior outlining a plan to prevent the path to academic dishonesty. Only if the reflection is completed may the student make arrangements with the teacher to either redo the assignment or do an alternative assignment for up to seventy-five (75) percent credit.
- Second and any additional offense: No credit for the assignment.

Students who allow others to copy their work will receive the same consequences as if they had engaged in academically dishonest behavior.

Offenses become part of a student’s cumulative record and parents or guardians will be notified.

Works Cited

City University of New York. “Academic Integrity Policy”. July 1, 2011.
<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/> Accessed November 3, 2022.

FIRE DRILL/LOCK DOWN DRILL

Emergency fire, evacuation, and lockdown drills will occur throughout the year. Teachers will review procedures with their students to assist in preparing them in the case of an actual emergency. We work closely with the Fire Department and Police Department to practice drills throughout the school year and to take into account many different scenarios.

Fire drills and lockdown drills are unannounced. Depending on the extent of the evacuation drill, parents will be notified ahead of time.

REPORT CARDS

Traditional report cards are handed out at HHES. Both MRHS and BMS have live access to Powerschool. Administration will report out when grades have been closed and grades are finalized for the quarter. Any parent that would like a printed copy can email each school's respective school counselors.

REPORT CARD DATES (Tentative):

	Grades Close	Report Card
Q1	November 3	November 9
Q2	January 19	January 26
Q3	March 29	April 12
Q4	TBD	TBD

Please note the end of the quarter is not the appropriate time for parents or students to approach teachers and ask for extra credit to boost their grade from an 87% to a 90%. As educators, our focus is on learning a concept, not on grades. Teachers will not be giving out extra credit per administration's request.

COMMUNICATION PROCEDURES

It is the intent of the school to handle concerns and/or problems that arise during school hours with cooperation among all parties involved. Concerns and/or problems that develop during school hours in regard to curriculum, behavior and/or policy and procedures are recommended to be handled through the following procedure:

- A parent or guardian first, should discuss his/her concern with the classroom teacher. If the parent/guardian or teacher is not satisfied with the outcome, he/she may then consult with the Assistant Principal.
- In the event a settlement has not been agreed upon, the parent/guardian or teacher may contact the Principal.
- If the parent/guardian or teacher is not satisfied with the decision of the principal, he/she may contact Dr. Christine Martin, Superintendent of Schools at 603-291-2017

Should the parent/guardian or teacher involved remain dissatisfied with the outcome, he/she may contact the respective school board member.

SCHOOL ATTENDANCE

Students are expected to demonstrate responsibility for their education through attendance and participation.

- If your child will be absent, regardless of the reason, parent/guardian(s) should call the school's absence line before 8:00 am and leave a detailed message.
- If a student has a recurring medical condition that could result in extended or repeated absences, the school nurse must be notified at the beginning of each school year or when the condition is diagnosed.

In the event of an extended unplanned absence (hospitalization, etc.), it is best practice and recommended to arrange an appointment, prior to re-entry, with the student's school counselor and a school administrator to develop a plan to best support the student's transition back to school. The purpose of the plan will be to address the student's social/emotional and academic needs.

ABSENCE UNEXCUSED - AU

- In general, an unexcused absence results if the following procedure under the excused absences listed below is not followed upon the student's return to school.
- If a parent/guardian(s) has not called and their son/daughter is not present, they will receive a notification on their Primary Contact Phone from Thrillshare informing them their child is *absent, unexcused*.
- A student absent or dismissed for *unexcused* reasons will not be permitted to participate in any school function that day or evening; this includes sporting events for athletes. Additionally, this includes any weekend activity if the dismissal occurs on Friday.

ABSENCE EXCUSED - AE

Written verification documentation must be presented within two (2) school days of returning to school after an absence in order for the absence to be recorded as "excused" and a 2-day work extension will be allowed for all schoolwork missed.

The following are absences allowed for an Excused Absence and the required documentation:

- Illness—parent/guardian(s) note up to 4 days, after 4 consecutive days, a doctor's note is required
- Recovery from an accident—parent/guardian(s) note up to 4 days, after 4 consecutive days, a doctor's note is required
- Required court attendance—official documentation required
- Medical, counseling/therapy, and dental appointments—parent/guardian(s) or doctor/counselor's note

- Death in the immediate family—parent/guardian(s) note
- Observation or celebration of a bona fide religious holiday—parent/guardian(s) note
- College visit, 3 per a semester—College Visit form required
- Visit to the Department of Motor Vehicles for a test or license, parent/guardian(s) note or receipt of appointment
- Such other good cause as may be acceptable to the Principal or permitted by law (Such information will be kept confidential)—Email or letter to principal, with at least 1 school day notice when known
- Visits to the School Nurse, School Counselor, and Main Office—note/pass from the office visited
- Field trips and required attendance at athletic events, and other school-sponsored events that have dates/times ahead of absences are considered *excused absences from those classes missed. Extensions on missed work do not apply to these types of absences unless prior teacher approval.*

NOTE: “Excused absences shall not be permitted if they cause a serious effect upon the student’s educational progress ([RSA 193.1](#)).” The Principal may also require additional documentation to support the written notice.

TARDY

Late to School Students who enter school any time after school is in session must enter through the Main Office and sign in for a tardy slip. Students shall not be admitted to class without a tardy slip.

TARDY UNEXCUSED - TU

Earned when a student enters school any time after the official start time unless it falls under a category outlined in the Absence Excused section above. Students who are chronically tardy to school may face consequences. Habitual unexcused tardies will be counted towards truancy.

If administration notes patterns in attendance, students involved in extracurricular activities may not be eligible to participate in daily practice/contests. Excessive accumulation of absences or tardies (unexcused or excused) will deem students ineligible to participate in or to continue to participate in co-curricular activities.

Powerschool Designations for Attendance Purposes

- AUN- Absent Unexcused, no contact made with the school
- AUP- Absent Unexcused, reason was provided to school but did not fall under the absent excused categories.
- AE- Absent Excused
- TE- Tardy Excused
- TUO- Tardy Unexcused, no contact was made with the school
- TUP- Tardy Unexcused, reason was provided to school but did not fall

under the tardy excused category

MAKE-UP WORK

Students are responsible for making up and understanding all assigned work and curriculum information missed during an absence. In addition, the following applies:

- Two (2) days for each day absent (for excused absences ONLY) to make up assignments. If out several days in a row or having extenuating circumstances, the student needs to seek out the teacher and/or school counselor for specific timelines that meet any mutual needs.
- Work assigned prior to an absence is due immediately upon return to the class.
- Students on field trips or sports/club dismissals do not receive extensions as these absences are known in advance and the student should check with teachers in advance regarding work that will be missed.

EARLY DISMISSAL FROM SCHOOL

Leaving the school building without following the proper procedure will result in disciplinary action. Notes that are presented after the fact will not be accepted (even if would fall under the excused reasons outlined previously). Students needing to leave prior to the completion of their last regularly scheduled class need to do so through the following process:

- Any reason known prior to the school day should present a note signed by a parent/guardian(s) stating the reason for the dismissal to the office upon arrival to school. Please include a daytime phone number of a parent/guardian(s) dismissing the student in case there are questions.
- Due to illness or injury a student must see the School Nurse. The nurse will contact a parent/guardian before allowing the student to leave.
- An unexpected dismissal requires verbal permission, via the phone or in person, from a parent/guardian. Electronic communication, such as a text or email, cannot be accepted without further physical phone contact verification.
- Unexcused dismissals with a return to school may prompt a search of the student. Food and drink that returns to school can only be for the student returning and can only be consumed following the rules regarding food and drink in other sections of the handbook.

TRUANCY

NH State Law requires that students attend school. The state defines truancy as “an *unexcused absence*” from school or class. Students with more than 10 half days or 5 full days of unexcused absences during a school year shall constitute “habitual truancy”. A half-day absence is defined as missing more than two hours of instructional time and less

than three and one-half hours of instructional time.

INTERVENTION PROCESS TO ADDRESS TRUANCY

The intervention shall include processes including, but not limited to:

- Investigate the cause(s) of the student's truant behavior;
- Consider, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
- Involves the parent/guardian(s) in the development of a plan designed to reduce the truancy;
- Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline;
- Notification to Division of Children, Youth, and Families (DCYF) for a habitually truant student.

PARENTAL INVOLVEMENT

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the administration will send a letter to the student's parent/guardian(s), which includes:

- A statement that the student has become or is in danger of becoming habitually truant
 - A statement of the parent/guardian(s) responsibility to ensure that the student attends school
 - A request for a meeting between the parent/guardian(s) and the administration to discuss the student's truancy and to develop a plan for reducing the student's truancy o
- At the meeting, the parent/guardian(s) will be notified that all cases of habitual truancy will be reported to Division of Children, Youth and Families (DCYF)

CLASS ATTENDANCE *BMS and MRHS only

Students are expected to attend all classes/events and teachers are expected to keep accurate records of attendance. If students are found avoiding assigned classes/events there may be consequences including these absences being counted toward truancy.

When students are found avoiding an assigned location (including but not limited to class) progressive disciplinary actions and interventions will follow and may include but are not limited to; parent/guardian notification, office detentions, and suspensions.

TARDY TO CLASS

Unexcused Tardy to class is when a student is already in school on time and fails to report to class on time. Students who report to class late without a pass may face progressive disciplinary actions and interventions including but are not limited to; parent/guardian notification, office detentions, and suspensions.

*MRHS only-Each teacher keeps class attendance electronically in PowerSchool. Parent/guardian(s) are encouraged to check PowerSchool and to call teachers to verify or discuss absences. Tardy to class is a Category 1 violation and should be addressed as such by the classroom teacher.

STUDENT DRESS CODE

The MRSD's standard of dress is aligned to the School Board Policy [JICA](#), whereas student individual dress is primarily a student and parent/guardian(s) responsibility. The purpose of the dress code is to maintain an undisrupted learning environment for all students and respect for students' physical as well as social/emotional safety. A student's dress should reflect concern for the respect, health, and safety of the student, staff, and others. Clothes, shoes, and/or accessories must reflect safety standards for a specific class or activity as applicable. Student dress should not be inappropriate and/or disruptive to the learning environment at any time. The following dress is prohibited to help all students stay safe and learn these concepts:

- Clothing which would lead to a health problem (this includes not wearing shoes)
- Clothing that depicts violent language/images, any illegal school activity or items
- Clothing that depicts hate speech, profanity, or pornography
- Dress which would cause a safety hazard (this includes not wearing shoes)
- Any clothing which would lead to a substantial disruption/ disturbance of the school (as determined by a school administrator)
- Tank tops; pajamas; bathing suits
- Clothing with images or language that creates a hostile or intimidating environment based on any federally protected class
- Clothing that does not completely cover the mid-section or undergarments
- Clothing that implies and/or glorifies, encourages or promotes the use of drugs/alcohol or violence
- Hats, hoodies, bandanas, and anything that obscures the face (except as religious observance)
- Bottoms that have a hem at least a finger tips length when arms are held straight at the side

*hats are allowed at MRHS

Students who violate this policy will need to correct the situation by changing, covering, or removing the clothing in question so that they are in compliance with the dress code. Refusal to comply, or continued violations of this policy will be considered insubordination and may result in further progressive disciplinary action, including but not limited to parent/guardian(s) notification, detentions and/or suspensions.

CELL PHONES & PERSONAL ELECTRONIC DEVICES

Cell phones and other electronic devices are encouraged to be left at home. Devices that are brought to school should be turned off and remain out of sight. Cell phones cause a significant disruption to the learning environment as they pull attention away from instruction, learning, and vital opportunities to build community.

Staff will enforce a zero tolerance policy on cell phone use. If students have their phone out and visible to staff, regardless of active use, they will be sent to the office to turn over their phone to administration.

Refusal to surrender a device to an administrator for the remainder of the day is considered insubordination and will result in a parent/guardian(s) contact and disciplinary action up to an in-school suspension. Repeated offenses will have increased consequences to include confiscation of the device and return of the device only to the parent/guardian(s) at a meeting to discuss the issue and possible solutions.

*at MRHS students are allowed to use cell phones in the hallways, during lunch blocks, and in the Senior Lounge.

COMPUTERS & ACCEPTABLE USE—Policy [JICL](#)

Students have access to the Internet; however, it is to be used for assigned school work only. Students are not permitted to check personal e-mail accounts from the schools' computers. Responsible student behavior with respect to the use of the Internet is compulsory. Failure to comply with the terms of the Acceptable Internet Use agreement may result in disciplinary action and/or permanent loss of privileges. If you have any questions concerning this policy, please call the school.

As a user of MRSD networks and equipment, students agree to follow the rules and code of ethics outlined in this agreement in all of their work with computers and computer networks while attending the Mascenic Schools. Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to those listed below:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or other inappropriate language.
- Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number, or those of others.
- Electronic mail (e-mail) is not guaranteed to be private. People who operate the network do have access to electronic mail.
- Do not use the network in such a way that you would disrupt its use by others.
- All communications and information accessible via the network should be assumed to be the intellectual property of the author.

The School District makes no warranties (expressed or implied) with respect to the service it is providing. The Mascenic School District will not be responsible for any damages you incur. This includes loss of data, non-deliveries, incorrect deliveries, or service interruptions caused by negligence, errors, or omissions. Use of any information obtained via the Networked Information Resources is at your own risk. The Mascenic Regional School District specifically denies responsibility for the accuracy/quality of information obtained through its services.

Inappropriate uses of computers can result in suspension and/or the withdrawal of computer access. Parent/guardian(s) and students should familiarize themselves with the District's computer usage policy on the District's Web Site. In addition, students found using the computers for video games or social media not related to curriculum will be first asked to close out of the site. Continued use of such will result in a suspension of computer privileges for a set time as outlined below.

Disciplinary consequences for violations of the Acceptable Use Policy will differ depending on multiple factors including the nature, damage, and frequency of the action. Consequences range from a warning, to compensation, to suspension of privileges.

SCHOOL COUNSELING SERVICES

Each school has a School Counseling Office that is open to all students and parents. School counselors provide instruction, prevention, intervention, career and college planning, and consultation services that support student learning and growth. This is done through classroom guidance lessons, group counseling and individual counseling. Additionally, school counselors serve as their school's 504 case managers to ensure that students receive the necessary accommodations to access their education and prevent exclusion or discrimination based on an impairment.

HEALTH SERVICES

Students report to the Health Office in the event of sudden illness, accident, or injury. If necessary, dismissal may be arranged by the school nurse, provided a responsible adult, as named on the Emergency Fact Sheet, can be contacted. Parents are responsible for arranging transportation from school to home and for any necessary childcare.

Families should reinforce that going through the school nurse is the appropriate channel in order to get dismissed for not feeling well.

CAFETERIA

2023-2024 LUNCH PRICES

Updated 8.2.23

\$2.00 Breakfast

\$3.50 Lunch at MRHS and BMS / \$3.25 at HHES

*milk may be purchased as an individual item

The cafeteria services are only open prior to school and designated Breakfast and Lunch times. Student lunch times are scheduled and unless granted permission, are expected to eat in their lunch in the cafeteria. Students are responsible for keeping the eating areas clean. Students eating at a table are jointly responsible for that table. Students will exhibit appropriate behavior at all times in the Cafeteria. Students are responsible for cleaning up any food or drink they bring into any area outside of the cafeteria. Students who do not abide by this standard may face restrictions on where they can eat.

No student will be denied lunch, regardless of their ability to pay. However, students that carry negative balances will not be able to use cash to purchase a la carte items.

USDA Nondiscrimination Statement In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies the USDA, its Agencies, offices and employees and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact the USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint or discrimination, complete the USDA Program Discrimination Complaint Form. (AD-3027) found at: [Office of the Assistant Secretary for Civil Rights](#), and at any USDA office, or write a letter address to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: US Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov This institution is an equal opportunity provider.

FREE AND REDUCED LUNCH

Mascenic participates in the National School Lunch Program. We provide free or reduced

priced meals for eligible students. All parent/guardian(s) are encouraged to apply regardless if they believe they will qualify or not. All applications are kept confidential according to federal guidelines. Only one application per family in the district is required. Applications will be sent home with students on the first day of school and [instructions on how to fill in the paperwork digitally](#) will also be available.

Applications are also available in the main office of each school building and are available on our website. Paper applications can be turned in to each school or submitted directly to the Business Administrator at 16 School Street, Greenville, NH 03048. If you have questions please call the Business Administrator, at (603) 291-2005.

EATING AND DRINKING

Students are expected to keep all areas clean and use appropriate trash disposal receptacles. All spills need to be reported to the Main Office immediately. Only bottled water is allowed in classrooms during the school day. Unless granted permission by a staff member, students will eat lunch in the cafeteria.

Students are not permitted to order food and have it delivered during the school day without prior approval from Administration. Such items may be confiscated unless students place them in their locker until lunch or afterschool.

SPECIAL EVENTS

Students enrolled at Mascenic Regional Schools may attend special events or school dances if all school obligations have been met and they meet eligibility according to the Discipline Code. Students Absent Unexcused the day of or the day before a weekend special event are not able to attend that event.

*MRHS Prom is only open to Mascenic juniors and seniors. Guests of Mascenic students cannot be in a grade below 9th grade or older than 20 years of age. Guest forms need to be completed prior to purchase of tickets and no later than 1 week ahead of the event. Forms are available in the Main Office at each school.

DUE PROCESS

Before any disciplinary action that may result in suspension, expulsion or other exclusion is taken against a student, the student has a right to the due process guaranteed by our Constitution. Any student accused of an action and threatened with a disciplinary action or consequence including suspension, expulsion, or exclusion will be afforded due process as provided under School Board Policy [JICD](#), [JICD-R](#), and [Ed 317.04](#).

STUDENT CODE OF CONDUCT, DISCIPLINE PROCESS- JICD

Note: The following information is intended to summarize the conduct, discipline, and due process of Mascenic Regional Schools. In the event there is any part of this summary that contradicts a School Board Policy, the Policy will apply. Copies of the School Board's Policies are available for review on the [District's website](#).

All expectations for student behavior are based on three important principles:

1. Every student has the right to be safe and secure in their person and property.
2. Every student has the right and responsibility to learn.
3. Every student has the responsibility to take care of his or her learning environment. Everyone's cooperation is needed to make the Mascenic Schools a great place to work and learn.

Individual teachers establish expectations for behavior in the classroom in conjunction with the policies of the Mascenic School District. Overall, behavioral expectations are the same, but some individual differences do occur. Students should expect and respect these differences while all teachers are expected to enforce building-wide rules without exception.

The Board endorses the following principles of student conduct:

1. Respect for law and those given the authority to administer it shall be expected of all Students. This includes conformity to school rules as well as to general provisions of the law regarding minors.
2. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall be expected of all members of the school community.
3. Respect for real and personal property, pride in one's work, and exemplary personal standards of courtesy, decency, honesty and wholesome attitudes shall be maintained.
4. Respect for diligence and a desire to benefit from the educational opportunity.

The purpose of the Student Code of Conduct is to ensure that a safe and orderly environment is maintained for everyone. As students grow and mature, they are expected to accept greater behavioral responsibilities. The Student Code of Conduct outlines our expectations for student behavior, and the sections below outline the consequences of disruptive behavior.

These rules are in effect for all Mascenic Regional School District students at school, at any school building, on any school district property, at any school approved activity, or in any school-approved vehicle while such vehicle is being used to transport students to or from school or to or from any school approved activity. Students have a responsibility to know and respect the Code of Conduct. The Board expects student conduct to be such as to contribute to a productive learning climate. Individual rights are to be honored and protected in all instances; however, the rights of one individual shall not take precedence over those of another individual or of the group, itself and all pupils shall have equal rights and equal responsibilities in the classroom or at any school-sponsored activity.

STUDENT DISCIPLINE

INTERVENTIONS AND CONSEQUENCES

The district has updated their interventions, supports, and consequences due to recent legislative changes that went into effect July 1, 2021 (RSA 193:13). This section and the following sections highlight these changes. Our main goal is to work with students and families to correct behaviors so we can provide students with the best education possible.

In the event that students do not adhere to the rules and regulations set forth by the schools in accordance with school board policy, a graduated and age appropriate system of interventions and graduated sanctions (consequences) will follow.

There are situations which will warrant minor disciplinary responses at the elementary level (Grades PK-4), while the same situations will result in a more severe response at the middle (Grades 5-8) and high school (Grades 9-12) levels. Although the responses may differ, the Student Code of Conduct remains constant.

Students should be aware that, in addition to the violations listed in the Student Code of Conduct, other infractions may be included as a part of their prospective school's rules and regulations. Students who participate in extra-curricular or co-curricular activities (including athletics) may face additional consequences described in the [MRSD Athletic Code of Conduct](#).

*** Statement about interventions being woven into both the Procedural Responses and Progressive Discipline as part of an effort to remediate unwanted behavior prior to escalation if possible.

As students grow and mature, they are expected to accept greater behavioral responsibilities. These standards define our expectations for student behavior, and outline the consequences of disruptive behavior.

OFFENSE CATEGORIES AND CONSEQUENCES

The consequences for violating the Student Code of Conduct are divided into four categories ranging from Level I offenses (minor) to level IV offenses (major). The charts outlined below are not exhaustive but are intended to provide an overview and guide. Each offense will be handled on a case by case basis and will take into account a number of factors including developmental age of the students involved, the nature and severity of the action, and prior violations.

Category I Offenses will generally be dealt with through in-school disciplinary actions and

graduated sanctions such as detentions and other teacher or building administrator-initiated strategies.

Category II and III Offenses will generally require more severe disciplinary actions such as Saturday morning detentions, and in-school or out-of-school suspensions issued by building administrators.

Category IV Offenses are of an extremely serious nature and generally will warrant short or long term suspensions and/or expulsion. Repeated Level III offenses during any school year, which pose an ongoing threat to the safety of students or school personnel, will be considered a Level IV offense and may subject the student to discipline, up to and including expulsion.

Firearm Offenses Pursuant to RSA 193:13, IV, any student who brings or possesses a firearm (as defined in 18 U.S.C. 921) 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 Mascenic Regional School Board for a period of not less than 12 months.

Dangerous Weapons Offenses Dangerous weapons, such as, but not limited to, firearms, knives, explosives, incendiaries, martial arts weapons (as defined in RSA 159:24), clubs, billies, metallic knuckles or contains chemicals such as pepper gas or mace, or the use of any object as a weapon are not permitted on school property, on school vehicles or at school sponsored activities. Student violations of this policy will result in both disciplinary action and notification of the police. Suspension or expulsion from school could result. Simulated weapons, such as, but not limited to, cap guns, water pistols, and homemade martial arts type weapons are prohibited on school property, on school vehicles, or at school sponsored activities, unless authorized by the administration for specific use. By implementing these expectations, the Mascenic Regional School District can provide a safe, educational environment which is consistently maintained throughout all schools and enforced by all teachers and administrators.

Category 1 Discipline (minor offenses)

Category I offenses usually involve minor behaviors on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These behaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel.

The chart below outlines potential offenses, procedural responses and interventions, and disciplinary sanctions.

Offenses	Procedural Response/s	Progressive Discipline
<ul style="list-style-type: none"> ● Classroom disruption ● Classroom tardiness ● Inappropriate cell phone/computer use ● Cheating/lying ● Abusive/obscene language ● Improper behavior in hallways ● Failure to follow the reasonable rules of the classroom/school ● Peer conflict ● Violating the Dress Code ● Failure to sign in/out of one's assigned area 	<ul style="list-style-type: none"> ● Students are provided with due process at all levels of discipline. ● There is immediate intervention by the staff member who is supervising the student or who observed the behavior. ● Repeated behavior requires that contact be established with the parent(s), administration notified, and proper and accurate records of the offense and disciplinary action is maintained and reported to the office. ● A conference with the parent may be arranged. ● Involvement of the counselor and/or administration may be appropriate. ● A proper and accurate record of the offense and disciplinary action is maintained by the staff member. 	<ul style="list-style-type: none"> ● Verbal Reprimand ● Special assignment ● Behavior contract ● Loss or suspension of privileges ● Teacher detention ● Parental contact/meeting ● Behavior intervention plan ● Office detention

Category 2 Discipline

Level II behaviors are behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. The infractions generally require intervention on the administrative level. Also, included in this level are behaviors which do not represent a direct threat to the health and safety of others but whose repeated and willful disregard of the reasonable rules of the school that have not been corrected through remediation and the school's graduated sanctions.

The chart below outlines potential offenses, procedural responses and interventions, and

disciplinary sanctions.

Offenses	Procedural Response/s	Progressive Discipline
<ul style="list-style-type: none"> ● Continuation of unmodified/repeated Level I behaviors ● Disruptive classroom behavior ● Truancy, school tardiness, unauthorized presence in a restricted area, or absence from one's assigned area/class ● Misuse of a pass ● Use of electronics in an unauthorized area ● Defiant failure to follow a staff instruction ● Gambling ● Using forged notes or excuses ● Improper/unauthorized use of a motor vehicle ● Refusal to identify oneself to a staff person ● Disrespectful behavior toward others ● Intentional pushing/shoving of others ● Failure to follow the rules of the school ● Improper/misuse of electronic devices 	<ul style="list-style-type: none"> ● Students are provided with due process at all levels of discipline. ● The student is referred to the administrator for appropriate disciplinary action. ● The administrator meets with the student and/or teacher determines appropriate responses. ● Investigation of claim/report ● The staff member is informed of the administrator's action. ● A proper and accurate record of the offenses and the disciplinary action is maintained by the administrator. ● Parental contact must be made. 	<ul style="list-style-type: none"> ● Any of the preceding Disciplinary options under prior Level ● In-school suspension ● Short-term suspension (1-10 days) ● Re-entry meeting with imposition of conditions for readmission ● Behavior intervention plan ● Short or long term suspension of participation in extracurricular activities.

Category 3 Discipline

Behaviors/Acts directed against persons or property that may be considered detrimental to the health, safety or welfare of in the school (or at any school approved activity). These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. New Hampshire school authorities are obligated to report acts of theft, destruction, or violence under RSA 193-D to law enforcement authorities.

The chart below outlines potential offenses, procedural responses and interventions, and disciplinary sanctions.

Offenses	Procedural Response/s	Progressive Discipline
<ul style="list-style-type: none"> ● Unmodified/repeated Level II ● Possession of stolen property ● Repeated Truancies ● Stealing ● Fighting (verbal/physical) ● Threats to others ● Use of obscene or threatening language towards others ● Repeated unexcused tardiness ● Possession or use of ● Prohibited Substance ● Repeated absence from one's assigned area (i.e. cutting class) ● Gross misconduct ● Founded Bullying/Cyberbullying ● Substantiated Harassment/Sexual ● Harassment ● Failure to follow an administrator's instruction ● Vandalism (minor) 	<ul style="list-style-type: none"> ● Students are provided with due process at all levels ● Immediately reported to administration/administration called to respond ● The administrator initiates disciplinary action by investigating the infraction ● The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action. ● The staff member is informed of the administrator's action. ● A proper and accurate record of offenses and disciplinary actions is maintained by the administrator. ● There may be restitution of property and damages. ● There may be a Safe Schools Report filed with the local police 	<ul style="list-style-type: none"> ● Any of the preceding Disciplinary options under prior Levels ● Short-term suspension (1-10 days) ● Long term out-of-school suspension (greater than 10 days at the discretion of the Superintendent) ● Behavior Intervention Plan ● Re-entry meeting with the student and the parent with potential imposition of conditions for readmission ● Ineligibility for school co-curricular and athletic activities

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Category 4 Discipline

Behaviors/Acts which result in violence to another’s person or property or which pose a direct threat to the health, safety or welfare of others in the school (or at any school approved activity). These acts are usually criminal and are so serious that they may require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and/or action by the Mascenic Regional School Board. New Hampshire school authorities are obligated to report acts of theft, destruction and violence under RSA 193-D to law enforcement authorities.

The chart below outlines potential offenses, procedural responses and interventions, and disciplinary sanctions.

Offenses	Procedural Response/s	Progressive Discipline
<ul style="list-style-type: none"> ● Unmodified/repeated Level III misconducts ● Possession of simulated weapon ● Bomb threat ● Possession/use/transfer of dangerous weapons ● Assault/battery (with injury) ● Vandalism (major) ● Sale of stolen property ● Arson ● Use of Fireworks ● Driving to endanger ● Flagrant or continued failure to follow rules of the school ● Extortion ● Flagrant or continued gross misconduct ● Founded Bullying/Cyberbullying/ Sexual Harassment/ Hazing 	<ul style="list-style-type: none"> ● Students are provided with due process at all levels ● The administrator investigates the offense, confers with the staff involved, and meets with the student. ● The student is immediately removed from the school environment. Parents are notified. Law enforcement officials are contacted. ● A complete and accurate report is submitted to the Superintendent for Board action. 	<ul style="list-style-type: none"> ● Any of the preceding Disciplinary options under prior Levels ● Short term out of school suspension (1-10 days) ● Long-term out-of-school suspension (greater than 10 days at the discretion of the Superintendent or School Board) ● Behavior Intervention Plan ● Immediate ineligibility in school co-curricular/athletic activities ● Expulsion ● Other Board action which results in appropriate placement

<ul style="list-style-type: none"> ● Any unlawful act or criminal offense not previously stated ● Possession, Sale or Use of Prohibited Substance ● Under the influence of drugs or alcoholic beverages on school property or at school approved events (internal possession) 		
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One incident may encompass more than one offense. Example: a student may leave the building without permission, is found by staff and refuses to identify themselves. This student may be liable for disciplinary action for both offenses.

Penalties for offenses are subject to revision by the school administration as need dictates. Students assigned to in-school suspension lose all late arrival or early dismissal privileges through the period of the suspension.

Out of school suspension may, where conditions warrant, be carried forward into the following school year.

BEHAVIOR INTERVENTION PLAN (BIP)

A behavior intervention plan will be developed for any student who has been suspended more than ten (10) cumulative school days in any school year. The intervention plan will be designed to proactively address the student’s problematic behaviors. Administration may decide to develop a BIP prior to the 10 days in order to remediate behavior and provide support.

TEMPORARY REMOVAL FROM CLASS

Students may be removed from the classroom at the classroom teacher’s or building administrator’s discretion if a student refuses to obey the teacher’s directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. During such a removal, a student will be sent to the building’s main office for administration to address.

RESTRICTION FROM SCHOOL ACTIVITIES

Administrators may restrict a student from participating in extracurricular activities, including such things as competitions, field trips, athletic events, and performances. The terms of the restriction shall be communicated by the administrator to the student's parent/guardian.

Restrictions are not appealable.

TEACHER DETENTION

Students may be assigned a detention at the discretion of the classroom teacher. A student may receive a detention if the student refuses to follow the teacher's directions, fails to follow school policies or rules, disrupts the classroom environment, or otherwise engages in Level I conduct

During such detentions, students will be required to remain at school during non-school hours. Parents will be notified at least twenty-four (24) hours prior to the detention. The length of the detention is left to the discretion of the classroom teacher and will generally not exceed one (1) hour.

Detentions are not appealable.

Teacher Issued Detention *BMS and MRHS only

Teacher issued detentions for classroom misconduct are to be served the following day unless the teacher designates otherwise. The only legitimate reasons for missing a teacher detention shall be the inability to contact the parent/guardian(s) by a teacher or other circumstances confirmed by a parent/guardian(s). Parent/guardian(s) shall contact the teacher to explain the reason for the absence and arrange for an alternate date. Failure to stay for a teacher detention will result in an office detention. Inappropriate behavior during a teacher issued detention will also result in an office detention.

OFFICE DETENTION

Students may be assigned a detention at the discretion of the building Principal or designee. A student may receive a detention if the student refuses to follow the administrator's directions, fails to follow school policies or rules, disrupts the school environment, or otherwise engages in Level I or Level II conduct as set forth in the Behavioral Standards.

During such detentions, students will be required to remain at school during non-school hours. Parents will be notified at least twenty-four (24) hours prior to the detention. The length of the detention is left to the discretion of the administration and will generally not exceed one (1) hour.

Failure to stay for an office detention may result in graduated consequences.

Detentions are not appealable.

IN-SCHOOL SUSPENSION

Students may be assigned in-school suspension at the discretion of the building Principal or designee. A student may be assigned an in-school suspension if the student engages in Level II or Level III conduct as set forth in the Code of Conduct. During such in-school suspensions, the student will attend school but will be removed from one or more classes and placed in a restricted and supervised area within the building. The student will be expected to remain of good behavior and work quietly on schoolwork while serving the in-school suspension. Parents will be notified prior to the in-school suspension. An in-school suspension will not exceed ten consecutive school days.

SHORT TERM OUT-OF-SCHOOL SUSPENSION

The building Principal or representative designated in writing by the Superintendent is authorized to suspend a student for a specific period of time, not to exceed ten (10) consecutive school days. A suspension may be imposed for:

- Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or
- Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions.

During such suspensions, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension.

Building administration may also attach conditions for a suspended student to meet prior to or in conjunction with the student's return to school.

Students serving a suspension will not be entitled to attend any school event, or school sponsored or sanctioned activity during the term of suspension. Furthermore, students serving suspension are prohibited from entering school property during the term of suspension; in the event that a student does enter upon school property during a suspension, the Administration may determine to file a criminal trespassing charge with local law enforcement.

RE-ENTRY MEETINGS AND INTERVENTION PLANS

Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in successfully transitioning back to the school environment.

A behavior intervention plan will be developed for any student who has been suspended more

than ten (10) cumulative school days in any school year. The intervention plan will be designed to proactively address the student's problematic behaviors. Administration may decide to develop a BIP prior to the 10 days in order to remediate behavior and provide support.

EXPULSION

Expulsion means the School Board has determined to exclude a student from the enrolled student body for a period of time. An expulsion may be for a stated number of school days, calendar days, the remainder of a school year, term or quarter, or may be permanent. The School Board may also attach conditions for an expelled student to meet prior to or in conjunction with the student's re-enrollment. In the case of expulsions through or longer than the remainder of a school year, the student will have the right to request re-enrollment prior to the commencement of the subsequent school year. All such requests for re-enrollment shall be made as provided under Mascenic Regional School District. See the SAU website www.mascenic.org for related policies.

Students who have been expelled for any period of time are prohibited from attending any school event, or school sanctioned or sponsored activity during the period of expulsion. Students who have been expelled for any period of time are also prohibited from entering upon school property during the period of expulsion. In the event that a student does enter upon school property during a period of expulsion, the Administration may determine to file a criminal trespassing charge with local law enforcement.

COMMUNITY SERVICE

School Community Service is often the most appropriate consequence for inappropriate behavior, as it is a direct result of the infraction. School Community Service will be offered as an option at the discretion of the Administration when delivering consequences for behavioral infractions.

RESTRICTION/SUSPENSION FROM EXTRACURRICULAR ACTIVITIES

In addition to any discipline which may be imposed under RSA 193:13 students may be suspended or restricted from extracurricular activities, including sports, if there are violations of the Student Code of Conduct and subsequent school rules. Such decisions will take into account the nature and severity of the violation.

SEARCH AND SEIZURE—Policy [JIH](#)

Searches of Individual Students and a Student's Property - a student is subject to search by an Administrator if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. A search of a student under this section shall include all personal property that they bring onto or into school property. School staff shall report a

student's suspicious activity to administration prior to initiating most searches, except in emergencies or when the search is minimally invasive. If a student refuses to cooperate in a personal search, the student should be held until the student's parent/guardian(s) is available to consent to the search. If a parent/guardian(s) cannot be reached in a reasonable time, an administrator may conduct the search without the student's consent.

LOCKER AND OTHER PROPERTY SEARCHES

- Lockers, desks, and assigned storage areas are the property of the District and are not property of the students to which they are assigned, such that the student's use of the locker/desk/storage area is nonexclusive against the school. Likewise, a student's use of the parking lot is conditioned upon the student's acceptance of the District's right to search the automobile under the same conditions, which would permit a locker search or inspection.
- A specific or single student's desk, automobile, storage area, or locker, or their contents may be searched by an administrator if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered.
- Administrators may randomly search or inspect all desks, storage areas, parking lots, or lockers (including contents) without prior notice given to students when reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. Such random inspections can include the use of canine units, and or metal or other substance detectors as permitted by law.
- Administrative inspections, or health and welfare inspections, may be conducted at any time for the purpose of locating misplaced library books, textbooks or other school property or to ensure that all lockers, desks, or storage areas are being kept clean and free from potential health or safety hazards. Periodic inspections of lockers will reinforce the district's ownership of lockers and the minimal expectation of privacy students have in the contents of their school owned lockers, desks or storage areas.
- During a search or inspection conducted from the list above, if the school official conducting the search or inspection discovers any container within a locker, automobile, etc., which may conceal contraband, the container may be searched according to the District's procedure governing searches of specific students and their property. A "container" for the purpose of this policy may include, but is not limited to, an article of clothing, a handbag, lunchbox, purse, backpack, gym bag, or any other item within which contraband material may be concealed.

SEARCH METHODS

Depending on the circumstances, the District may use any reasonable means to conduct a search or inspection, including, but not limited to, surveillance cameras, breathalyzer, metal detectors, and urinalysis. The District may also engage the services of other persons or agencies in carrying out searches or inspections. Although not legally considered a search, the District may from time to time use canine units, with properly trained personnel and

animals to make random inspections of lockers, buildings and other school property.

PROCEDURE

The Superintendent shall establish procedures and guidelines regarding “reasonable grounds” for specific searches, as well as for the parameters and scope of the searches themselves.

FEES, FINES, AND CHARGES

Students are responsible for textbooks, library books, chromebooks, and sports uniforms and must ensure they receive proper care. Any item lost or defaced will result in the student/family paying for said item. In addition, students are responsible for safeguarding the locks attached to their locker and will be charged if they are lost or damaged. Payments are to be made to the School District.

Students/families who fail to satisfy financial obligations may be denied privileges that are not directly related to academics or the educational process.

INTERROGATIONS—Policy [JIHD](#)

It is the policy of the schools to cooperate with law enforcement agencies in the interest of the larger welfare of all citizens. At the same time, schools have the responsibility to parent/guardian(s) for the welfare of the students while they are in the care of the school. To carry out this responsibility school officials should observe the following:

A student may not be interrogated on school premises by any authority without the knowledge of the school official.

1. In all instances, except child protection cases (RSA #169-C), the parent/guardian(s) of minor students will be notified by the police prior to student involvement in police business while on school property.
2. Any interrogation must be done in private with an official school representative present.
3. In a situation where the student is the subject of the investigation, the police will notify parent/guardian(s) prior to contact on school property or will provide a court order to school personnel. Evidence of police notification to parent/guardian(s) will be provided to school personnel in the form of a signed verification.
4. A student may not be released into the custody of persons other than parent/guardian(s) or legal guardian, unless placed under arrest by legal authority.
5. If a student is removed from the school by legal authority, parent/guardian(s) should be notified of this action by school officials as soon as possible.

SAFE SCHOOL ZONE

Additionally, pursuant to Federal and [State laws](#), the School District has adopted a “Safe Schools Zone Policy.” which applies to all school property, inclusive of buses and other transportation. A student in violation of these laws/policies will be subject to suspension and possible expulsion for any act of “theft, destruction, or violence” as set forth in the following statutes: b. Homicide under [RSA 630](#) c. (1) Any first or second degree assault under [RSA 631](#) (2) Any simple assault under [RSA 631:2-a](#) d. Any felonious or aggravated felonious sexual assault under [RSA-632-A](#) e. Criminal mischief under [RSA 634:2](#) f. Unlawful possession/ sale of a firearm or other dangerous weapon under [RSA 159](#) g. Arson under [RSA 634:1](#) h. Burglary under [RSA 635](#) i. Robbery under [RSA 636](#) j. Theft under [RSA 637](#) k. Illegal sale or possession of a controlled drug under [RSA 318-B](#) l. Criminal threatening under [RSA 631:4](#)

PUPIL SAFETY AND VIOLENCE PREVENTION (Bullying)

—Policy [JICK](#)

For further information and/or concerns, please contact the building Assistant Principal.

The School Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with [RSA 193-F:3](#). Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

BULLYING DEFINED

Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

1. Physically harms a pupil or damages the pupil’s property;
2. Causes emotional distress to a pupil;
3. Interferes with a pupil’s educational opportunities;
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs.

Cyberbullying is defined as any conduct defined as “bullying” in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

PROHIBITING BULLYING OR CYBERBULLYING

Further, in accordance with [RSA 193-F:4](#), the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

1. Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
2. Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

To review the full policy on Pupil Safety and Violence Prevention, please see School Board Policy [JICK](#).

Founded cases of bullying will be reported to the local police per the memorandum of understanding.

Harassment is defined as unwelcome, harmful behavior towards another person. This behavior is annoying, bothersome, and/or physically-emotionally-academically injurious. Harassment can take the form of, but is not limited to, verbal and/or written remarks, gestures, innuendoes, gossip, symbols, or physical contact.

SEXUAL HARASSMENT, DISCRIMINATION AND VIOLENCE

—Policy [JBAA](#)

For further information and/or concerns, please contact the building principal.

The purpose of this policy is to maintain a learning and school environment for students and staff that is free from sexual harassment, discrimination, or violence or other improper or inappropriate behavior that may constitute harassment as defined below. Any form of sexual harassment, discrimination or violence is strictly prohibited.

The District will promptly investigate all complaints, either formal or informal, verbal or written, of sexual harassment, discrimination or sexual violence and will discipline any student or employee who violates this policy.

SEXUAL HARASSMENT, DISCRIMINATION AND VIOLENCE DEFINED

- A. Sex discrimination is discrimination in educational benefits, employment, activities or opportunities based on a person's sex and includes sexual harassment and sexual violence.
- B. Sexual harassment shall include but is not limited to unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. 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
 - b. 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
 - c. The unwelcome conduct or communication is so severe, persistent, or pervasive that it 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.
- C. Sexual harassment may include, but is not limited to:
 - a. Verbal harassment and/or abuse of a sexual nature;
 - b. Subtle pressure for sexual activity;
 - c. Inappropriate patting, pinching or other touching;
 - d. Intentional brushing against a person's body;
 - e. Demanding sexual favors accompanied by implied or overt threats;
 - f. Demanding sexual favors accompanied by implied or overt promises of preferential treatment;
 - g. Any sexually motivated unwelcome touching;
 - h. Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose;
 - i. Distributing sexually explicit drawings, pictures, written materials, or graffiti of a sexual nature;
 - j. Sexual gestures, or obscene jokes;
 - k. Touching oneself sexually or talking about oneself sexually in front of others; or
 - l. Spreading rumors about or rating others as to appearance, sexual activity or performance.

REPORTING PROCEDURES

Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the School District, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual 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.

The building Principal is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the Principal must notify the Superintendent of Schools and the Title IX Coordinator 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. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent.

HARASSMENT & BULLYING CONTACTS

District Harassment Officer & Title IX Coordinator

Melissa Gray, Director of Curriculum Instruction and Assessment 603-291-2006

Building Harassment & Title IX Officers

MRHS: Elizabeth Pogorzelski, Principal; Greg Pickering, Assistant Principal: 603-878-1113
BMS: Kevin Fondas, Principal; Tami Allen, Assistant Principal: 603-878-4800
HHES: Julia Demers, Principal; Matt Ballou, IT Director 603-878-4387

Student to Student Bullying

MRHS: Greg Pickering, Assistant Principal: 603-878-1113
BMS: Tami Allen, Assistant Principal: 603-878-4800
HHES: Lisa Wilkinson, Assistant Principal: 603-878-4387

District Special Education Coordinator & Local Education Agency Representative

Kristin Tevepaugh, Director of Student Services: 603-291-2011

Building Local Education Agency Representative

MRHS: Elizabeth Pogorzelski, Principal; Greg Pickering, Assistant Principal: 603-878-1113
BMS: Kevin Fondas, Principal; Tami Allen, Assistant Principal: 603-878-4800
HHES: Julia Demers, Principal; Lisa Wilkinson, Assistant Principal: 603-878-4387

District Homeless Coordinator, District 504 Coordinator, District Suicide Prevention Coordinator

Kristin Tevepaugh, Director of Student Services: 603-291-2011

Building 504 Coordinators/ Building Suicide Prevention Liasons

MRHS: Melissa LaRocque, Mariah Maki School Counselor, 603-878-1113
BMS: Matt Fraser, Samantha Dufresne, School Counselors, 603-878-4800
HHES: Casey Bernier, School Counselor, 603-878-4387

TRANSPORTATION

The use of any form of personal transportation device (bikes, skateboards) requires the proper use of required safety equipment and safe operation while on school property. No such devices may be operated inside of any of the school buildings at any time. Violations will result in confiscation for parent/guardian(s) release and penalties up to suspension. The MRSD uses Community Transportation for all of the district's transportation needs including AM/PM bus routes, field trips, and athletic events. For questions related to bus routes and bus times, please call 603-532-4079. Please be advised that there are cameras on the bus.

The school bus is an extension of the school and all rules and expectations that pertain to student conduct in school are applicable to student conduct on buses and at bus stops. Riding the bus is a privilege. The purpose of bus rules and expectations is to allow each student to have a safe and comfortable ride to and from school. In addition to adhering to school expectations, below are additional expectations for riding the bus:

- Only authorized student riders should be on the bus at any time.
- Students may only ride the bus they are assigned and depart at their assigned destination (except with a school approved bus note)
- Students must promptly sit when getting on the bus.
- Students are not permitted to change seats and must remain seated until they reach their designated stop.
- Head, hands, feet, and all property are kept inside the bus at all times.
- Hands, feet, and personal property are kept out of the aisle at all times.
- No eating or drinking is allowed on the bus.

Disciplinary Action: The bus driver is in control of the bus, similar to a teacher in a classroom, and if deemed necessary will assign seats and inform school administration of continued infractions. The frequency and severity of infractions will be considered in any disciplinary response up to a twenty day bus suspension and school consequences. Continued infractions may lead to the permanent loss of bus privileges. Any infraction related to vandalism will result in the bus company seeking restitution in addition to the school's disciplinary response.

FIELD TRIPS

Field trips are designed to stimulate student interest and inquiry, provide opportunities for social growth and development and are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the school, field trips may be authorized by the building Principal.

According to School Board Policy [IJOA-R](#), a field trip is defined as any activity that takes a student or group of students off campus at any time during the calendar year. Field trips and athletic contests involving Mascenic teachers and students are expected to comply with this policy. Teachers planning activities with the school, which remove students from other teachers' classes for one or more class sessions, while not to be treated as a field trip defined herein, are expected to adhere to guidelines regarding parent/guardian(s) notification and in-school notification.

All students participating in off-site field trips must use the school provided transportation both to and from the field trip. No alternative transportation arrangements will be allowed and at no time during the trip will students be permitted to transport other students. Field trips are an extension of the school day and therefore all school policies and consequences are applicable. Students who arrive at the field trip location without using school transportation will not be allowed to share in any applicable event benefits, admission, and group activities. Attempting to do so will be treated as insubordination and result in applicable consequences.

INTERSCHOLASTIC ATHLETIC PROGRAM—Policy [JJIF-A](#)

The Mascenic Regional School District believes that interscholastic athletics are a significant part of and a benefit to a student's education and the educational process. The combination of academics and athletics enhances the quality of students' lives and expands their options for learning and personal growth. Athletics provide an educational opportunity in which students can learn essential life lessons beyond those that can be learned in an academic setting: responsibility, fair play, cooperation, concern for others, leadership, respect for authority, good citizenship, loyalty and acceptance. Participation in interscholastic athletics reflects our beliefs that the essential requirement for teamwork, the mental and physical challenges of training and competition, and the experience of winning and losing graciously and respectfully are important life lessons in every student's developmental experience and will serve students well in their future endeavors. To fully realize its potential for educational enrichment, the interscholastic athletic program:

- Is an integral part of the district's educational program and conducted so that it is worthy of such regard.
- Is subject to the same administrative control as the educational program.
- Is conducted by adults who have training and experience.
- Fosters the physical welfare and safety of participants.
- Is conducted in accordance with the letter and spirit of the rules and regulations of the league, state and national athletic associations.

Participation in interscholastic athletics within the Mascenic Regional School District is a

privilege. This participation should elicit great pride among all school community members. Part of the responsibility that goes with the participation in school sports is the need to maintain certain standards of behavior. In addition to adhering to the Student Code of Conduct, the Athletic Code of Conduct clearly defines the standards for student athlete behavior, families and spectators, and coaches. It is the responsibility of each party to be familiar with the contents of this handbook. Before a student is permitted to participate on an athletic team, both the student and guardian must sign acknowledging an agreement to respect and abide by the athletic code and behavior expectations in order to participate in athletics.

*Please see the [MRSD Athletic Code of Conduct](#) for more information on our Athletic Programs, Eligibility, and Registration.

EXTRA-CURRICULAR & STUDENT ACTIVITIES

Extra-curricular is defined as any club, organization, activity, or event, which is school-sponsored. In order to provide a well-rounded educational experience for the students in the Mascenic Regional School District, we offer a variety of extra-curricular activities which vary from building to building. Other clubs may start up each year based upon student interest. Any interested student should see the Assistant Principal to inquire about starting a new student activity.

ELIGIBILITY REQUIREMENTS:

*BMS and MRHS only are eligible to participate in extracurricular activities if:

- They have passed ALL courses at the end of the previous marking period: This includes Quarter 4 grades impacting the following year's fall season. An "Incomplete" is considered an "F" until work is made up and approved by the Administration. Withdrawal from a class to avoid a failing grade and preserve eligibility will not be allowed without administrative approval.
- They maintain passing grades throughout their season/activity. Students who are found to be academically struggling will prioritize academics over their extracurricular and will be supported by their advisor/coach.

To view a complete list of eligibility requirements for students at the middle and high school level, please see the [MRSD Athletic Code of Conduct](#).

WAIVER PROCESS

Students who have been deemed ineligible to participate in co-curricular activities due to grades or poor attendance patterns have the right to apply for a waiver once during a calendar year. The waiver process is as follows:

- A student must submit a letter of intent, including a parent/guardian(s) signature, to building administration within one week of a Report Card that

contains an “F or I”.

- The request for a waiver will be reviewed by the building administration, the Athletic Director and a faculty member who has the student athlete in class.
- Applying for a waiver does not automatically grant approval. Waivers granted will be conditional. The athlete must obtain regular progress reports to demonstrate improvement.

NH LABOR LAW

The New Hampshire Department of Labor, Wage & Labor Division, provides strict guidelines for student working hours, occupational qualifications and age eligibility. Students and parent/guardian(s) are requested to check with the school prior to a student accepting employment to guarantee that these guidelines will be met.

Furthermore, the New Hampshire Division of Labor has authorized public school administrators to notify their agency, the student’s employer and to remove working papers from the students if a student’s employment has a detrimental effect on his/her classroom performance. However, students who need or desire to work part-time while attending school will be encouraged to do so provided their work commitments do not interfere with their achievement in school.

Work Permits In compliance with NH Law, the school Administration will be responsible for processing requests for, and issuing work permits for students under 16 years of age to work part time while attending school. Such employment must meet legal requirements pertaining to jobs suitable for minors.

TITLE ONE

The School District has a federally funded Title I program at both the Elementary and Middle School. The Title One program is funded through grants to the school district. The goal of Title I is to provide opportunities for children to acquire the knowledge and skills to meet the State proficiency standards. This purpose is accomplished in two ways: (1) by providing children supplemental support through enriched and accelerated education programs; and (2) by providing instructional personnel in participating schools with substantial opportunities for professional development.

The program is primarily designed to provide supplementary help to eligible students who are having difficulty in Language Arts and/or Math. Difficulties may include: reading comprehension, written mechanics, grammar, vocabulary, spelling, phonics, math problem solving, math computation, and/or study skills in grades 1-8.

Title I is a supplementary program. Students receive regular classroom instruction with their classroom teacher(s); they receive support and reinforcement in specific skills from the Title I teacher. Students are selected following analysis of the results of multiple testing criteria. If you have any questions, please call the Director of Curriculum, Instruction and Assessment at 291-2006.

Parent's Right To Know -

Qualifications: At the beginning of each school year, an LEA that receives Title I funds must notify parents of each student attending any Title I school that the parents may request, and that agency will provide the parents on request (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at a minimum the following:

- Whether the teacher/s has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessionals and if so their qualifications.

Additional Information - A school that receives Title I funds must provide to each individual parent:

- Information on the level of achievement the child has made on all state assessments; and
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher that does not meet the state certification requirements.

Boynton Middle School and Mascenic Regional High School do not currently offer Title One services. Title One services are offered in the Mascenic School district at the elementary level.

PARENT & STUDENT RIGHTS IN IDENTIFICATION, EVALUATION AND PLACEMENT IN SPECIAL EDUCATION

The SAU87 Special Education Department offers a wide range of services for students who are identified by the New Hampshire Standards for the Education of Students with Disabilities. Services and programs are available to meet the unique needs of students within a philosophical approach to full inclusion. Referrals or inquiries can be made directly to the building administration. The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed

concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from public education program without discrimination because of his/her disabling conditions.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Parent consent must be obtained before conducting an initial evaluation and placement.
5. Have your child receive a free appropriate education. This includes the right to be educated with nondisabled students to the maximum extent appropriate. It includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
6. Have your child educated in facilities and receive services comparable to those provided nondisabled students.
7. Have your child receive special education and related services if s/he is found to be eligible under the
8. Individuals with Disabilities Act or Section 504 of the Rehabilitation Act.
9. Have evaluation, educational, and placement decisions based upon a variety of information sources, and by persons who know the students, the evaluation data, and placement options.
10. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
11. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
12. Examine all relevant records related to decisions regarding your child's identification, evaluation, educational program, and placement.
13. Obtain copies of educational records at a reasonable cost unless the fee would deny you access to the records.
14. A response from the school district to reasonable requests for explanations/interpretations of student's records.
15. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time and advise you of the right to a hearing.
16. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to: Kristin Tevepaugh, Special Education Coordinator (Tel. 291-2011)

- a. Ask for payment of reasonable attorney fees if you are successful on your claim.
- b. File a local grievance.

Director of Student Services
603-291-2011
Ms. Kristin Tevepaugh

PARENT & STUDENT 504 RIGHTS

The following is a description of the rights granted by Section 504 of the Rehabilitation Act ("Section 504") to parents and their children who are identified as disabled. The school district is obligated to inform you of decisions about your child and of your rights if you disagree with any of those decisions.

You have the following rights:

1. To have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability;
2. To have the school district advise you of your rights under federal law;
3. To receive notice from the school with respect to the identification, evaluation, educational program or placement of your child;
4. According to the Department of Education's 504 Regulations, to have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to reasonable accommodations, modifications, and related aids and services necessary for your child to benefit from his or her educational program;
5. To have your child educated in comparable facilities and receive comparable services to those provided non-disabled students;
6. To have decisions regarding your child's evaluation, program and placement based upon a variety of information sources, and made by persons familiar with the student, the evaluation data, and the placement options;
7. To have your child re-evaluated periodically, to the extent necessary, including before any significant changes are made to your child's educational program or placement;
8. To have your child receive an equal opportunity to participate in extra-curricular school activities;
9. To examine all relevant educational records relating to decisions regarding your child's identification, evaluation, education program, and placement;
10. To obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records

*Further information including the district manual can be found on the district website and our school website. The person in this district who is responsible for assuring that the district complies with Section 504 is: Ms. Kristin Tevepaugh

District 504 Coordinator
Ms. Kristin Tevepaugh, Director of Student Services
603-291-2011

Building 504 Coordinator
School Counselors

WELLNESS POLICY—Policy [JLCE](#)

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

For a full copy of the district's policy, please use the link above. Please feel free to contact the school with any question you may have regarding this policy.

CHILD ABUSE REPORTING

REPORTING IS MANDATORY: New Hampshire Law (RSA-C:29-3) requires that any person who has reason to suspect that a child under the age of 18 has been abused or neglected must report the case to the local district office of New Hampshire Department of Health and Human Services – (800) 624-9700.

AN ABUSED CHILD IS ONE WHO HAS:

- A. Been sexually molested; or
 - B. Been sexually exploited; or
 - C. Been intentionally physically injured; or
 - D. Been psychologically injured so that said child exhibits symptoms or emotional problems generally recognized to result from consistent mistreatment or neglect;
- or

E. Been physically injured by other than accidental means.

A NEGLECTED CHILD MEANS A CHILD:

A. Who has been abandoned by his parents, guardian, or custodian.

B. Who is without proper parental care or control, subsistence, education as required by law, or other care or control necessary for his physical, mental or emotional health, when it is established that his health has suffered or is very likely to suffer serious impairment; and the deprivation is not due primarily to the lack of financial means of the parents, guardian or custodian, or

C. Whose parents, guardian or custodian are unable to discharge their responsibilities to and for the child because of incarceration, hospitalization or other physical or mental incapacity.

Note: A child who is under treatment solely by spiritual means through prayer, in accordance with the tenets of a recognized religion by a duly accredited practitioner thereof, shall not for that reason alone be considered to be neglected.

IMMUNITY FROM LIABILITY

Anyone who makes a report in good faith is immune from any liability, civil or criminal. The same immunity applies to participation in any investigation by the bureau or judicial proceedings resulting from such a report.

PRIVILEGED COMMUNICATION

The privileged quality of communication between a professional person and his patient, or client, except that between attorney and client, shall not apply to proceedings instituted pursuant to this chapter and shall not constitute grounds for failure to report as required by this chapter.

ADMISSION OF HOMELESS STUDENTS

To the extent practical and as required by law, the District will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided District services for which they are eligible, including preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodation for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings
8. Are migratory children living in conditions described in previous examples.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the District's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to District policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to District policies. Emergency contact information is required at the time of enrollment consistent with District policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this District, the Districts will make reasonable efforts to coordinate the transportation services necessary for the student.

Issues related to homelessness should be brought to the attention of the school guidance counselor, nurse and/or principal. The District's homeless coordinator is Ms. Kristen Tevepaugh, Director of Student Services, 603-291-2011.

HIGHBRIDGE HILL ELEMENTARY SCHOOL

Dear Highbridge Hill Families,

I hope this letter finds you in good health and high spirits. As the new academic year approaches, I wanted to extend my warmest greetings to you and your family from the entire Highbridge Hill Elementary School Staff.

Our focus remains on fostering a supportive atmosphere where every child can grow academically, emotionally, and socially. We are committed to providing a curriculum that is both stimulating and rigorous, enabling each student to discover their unique potential and interests.

We request that you please review this handbook with your children. In the spirit of continuous improvement, I am always open to suggestions and feedback. Please do not hesitate to reach out to me or any member of our faculty and staff if you have any concerns or ideas to share.

As always we look forward to another successful and exciting school year.

Sincerely,
Julia Demers
Principal

HIGHBRIDGE HILL ELEMENTARY SCHOOL PHILOSOPHY

The Mascenic Regional School District, as a primary center for meeting the educational needs of its students, commits itself to developing positive thinking, social awareness, independence, and responsibility for our citizens. We seek to develop in students the confidence and wherewithal for adapting in positive and creative ways to the challenging and changing situations that so often arise in our complex and rapidly changing society.

We believe that an education that stresses not only basics (reading, writing and computation), but also inquiry into a broad reservoir of human thought and experience will develop and promote rational attitudes, intellectual growth, and contribute to well balanced emotional perspectives. Our educational viewpoint embraces academic

humanities, the importance of the sciences and technologies and the ideals of democratic commitment.

We actively promote an atmosphere emphasizing respect for the individual and his/her self-worth and create opportunities for students to participate in decision-making processes. We believe in a challenging curriculum which recognizes the merits of both new and conventional methodology in the teaching of basic skills. We recognize the role of creativity and exploration as primary qualities in the learning process.

HIGHBRIDGE HILL ELEMENTARY SCHOOL STAFF

<p>Main Office Julia Demers, Principal Lisa Wilkinson, Assistant Principal Linda Guruge, Administrative Assistant Lynn Tokola, Administrative Assistant</p>	<p>Student Services Casey Bernier, School Counselor Amanda Morin, School Psychologist Jamie Johnson, Instructional Coach Kristi Zina, Nurse</p>
<p>Preschool Shayna Burgher Lisa Duprey</p> <p>First Grade/Readiness Aureta Kulacz Cynthia Maron Kim Montgomery Meaghan Moynihan</p> <p>Third Grade Allison Krueger Shawna Kutyla Olivia Wilder Amanda Wolynak</p> <p>Unified Arts Megan Burleson Marlene Damery Beth Kangas Natalie James Danielle Maccabe</p> <p>Custodial Caleb Aho Jard Aho Peter "Muggsy" Holmes</p>	<p>Kindergarten Cori Antinelle Ellen Caravella Jane Dwyer Jacqueline McLeory</p> <p>Second Grade Robyn Douglas Leila Humphrey Lori Mandel Crystal Scott</p> <p>Fourth Grade Andrea Duncan Stephanie Robinson Chris Saunders Linda Vaudreuil</p> <p>Special Education Alysia Bulva Danielle Hiott Nerissa Peschke</p>

SCHOOL HOURS:

FIRST THROUGH FOURTH GRADE

School hours for students are from 9:00 AM to 3:22 PM. Doors open at 8:45 AM. There is no supervision for students prior to 8:45 AM. Students who arrive after 9:00 AM must enter through the Main Entrance to receive a tardy note.

Any student wishing to ride a bike to and from school must submit a signed request from their parents.

KINDERGARTEN

Monday-Friday
9:00 AM -3:05 PM

Kindergarten students who are parents drop off/pick up enter through the kindergarten/preschool entrance. Please wait until your child is greeted by a member of the staff and escorted into the building. There is no supervision for students prior to 8:45 AM. Students who arrive after 9:00 AM must enter through the Main Entrance to receive a tardy note. Kindergarten students who are parent pick up will be dismissed at 3:05 via the kindergarten/preschool entrance.

Kindergarten students who ride the bus will be dismissed at 3:22.

PRESCHOOL:

Monday-Thursday.

Morning Session: 8:30 AM drop-off – 11:00 AM pick-up

Afternoon Session: 12:00 PM drop-off – 2:30 PM pick-up

Preschool students who are parents drop off/pick up enter through the Kindergarten/Preschool Entrance.

DISMISSAL

If it is necessary for your child to leave school before the end of the school day, he/she must bring a signed note requesting dismissal to the main office. Notes must include:

- Full Name of Child
- Date
- Time of dismissal
- Name of Child's Teacher
- Name of Person picking up the child

A parent or guardian must sign the note. Students must be signed out at the main office. Any adult other than the parent/guardian must have written permission to pick a student up and provide ID when they arrive at the main office.

We suggest that if your student needs to be dismissed near the end of the day that he/she be picked up well before 3:00 pm. It is extremely difficult to safely dismiss students between 3:00 pm and 3:20 pm because of the arrival and departures

of buses, the duties dismissal requires of our secretarial staff. In case of emergency and you need to pick your student up at the end of the school day, please call the school office prior to 3:00 pm.

BUS NOTES

If your child will be riding a bus home with another student, you must provide the main office with a signed written bus note. Notes must include:

- Date
- Full name of child
- Name of child’s teacher
- Full name of the student your child is riding home with.
- The bus number your child will be riding on.

If you are calling in before 3:00 pm for a last minute bus note, you need to have the bus number/address and full name of the student with whom your child is riding. Students are required to have a permission note from the office to ride a bus to a different location other than their home.

2023-2024 MASTER SCHEDULE

Kindergarten	First	Second	Third	Fourth
8:45 AM-9:00 AM, Arrival, Breakfast				
9:00-9:30, Attendance, Pledge, Morning Meeting				
ELA 9:30-10:30	ELA 9:30-11:00	Math 9:30-10:30	Math 9:30-10:30	UA 9:35 -10:25
Lunch 10:30 AM to 11:00 AM	Intervention/Enrichment Block 11:00-11:30	Recess 10:30 AM to 11:0 AM	UA 10:35-11:25	ELA 10:30-12:00
Recess 11:00-11:30	Recess 11:30 - 12:00	Lunch 11:00-11:30	Lunch 11:30 - 12:00	Intervention/Enrichment Block 12:00-12:30
Quiet Read 11:30-11:40	Lunch 12:00-12:30	Quiet Read 11:30-11:40	Recess 12:00 - 12:30	Lunch 12:30-1:00
Math 11:40 - 12:40	Quiet Read 12:30-12:40	Social Studies/Science 11:40 - 12:20	Quiet Read 12:30-12:40	Recess 1:00-1:30
Social Studies/Science 12:40 - 1:20	Math 12:40-1:40	UA 12:25-1:15	ELA 12:40 - 2:10	Quiet Read 1:30-1:40
UA 1:25-2:15	Social Studies/Science 1:40 to 2:15	ELA 1:25 to 2:55	Intervention/Enrichment Block 2:10-2:40	Math 1:40-2:40

Creative Dramatics/Intervention/Enrichment 2:20-3:05	UA 2:15 - 3:10	Intervention/Enrichment Block 2:55 -3:20	Social Studies 2:40-3:22	Social Studies 2:40-3:22
Dismissal 3:05	Dismissal 3:22			

HOMEWORK POLICY

Homework will be assigned at a developmentally appropriate level and will reflect the most current Mascenic School Board Policy IKB.

RECESS POLICY

Students have 30 minutes of recess every regular school day and will reflect the most current Mascenic School Board Policy JLCF.

Students are expected to follow our Recess Guidelines and play appropriately. Students may bring school and age appropriate soft sports toys, dolls and other toys **after** receiving approval from administration. Any items students bring to school for recess may NOT be used at any other time during the school day, including during bus transportation. Personal toys may not be used during indoor recess.

SCHOOL IMMUNIZATIONS

**STATE OF NEW HAMPSHIRE
DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF PUBLIC HEALTH SERVICES
New Hampshire School Immunization Requirements 2020-2021**

Diphtheria, Tetanus, and Pertussis DTaP DT/DTP Tdap/Td	6 years and under: 4 or 5 doses with the last dose given on or after the 4 th birthday 7 years and older: 3, 4, or 5 doses with the last dose given on or after the 4 th birthday Grades 7-12: 1 dose of Tdap is required for entry into 7 th grade
Polio	Grades K-8: 3 or 4 doses with the last dose given on or after the 4 th birthday and the last 2 doses separated by 6 months or more Grades 9-12: 3 doses, with the last dose given on or after the 4 th birthday OR 4 doses regardless of age at administration

Hepatitis B	Grades K-12: 3 doses at acceptable intervals
Measles, Mumps, and Rubella MMR	Grades K-12: 2 doses; the first dose must be administered on or after the 1 st birthday
Varicella (Chicken Pox)	Grades K-11: 2 doses with the first dose administered on or after the 1 st birthday OR laboratory confirmation of immunity Grade 12: 2 doses with the first dose administered on or after the 1 st birthday OR laboratory confirmation of immunity OR history of chicken pox disease

- Children must have proof of all required immunizations, documentation of immunity, or valid exemptions, in order to be admitted or enrolled in any school in New Hampshire. Documentation of immunity by confirming laboratory test is acceptable for Measles, Mumps, Rubella, Varicella, and Hepatitis B.
- A child may be “conditionally” enrolled when the parent or guardian provides: 1) Documentation of at least one dose for each required vaccine; AND 2) The appointment date for the next dose of required vaccine.
- All immunizations must meet minimum age and interval requirements for each vaccine. A 4-day grace period is allowed; however, live attenuated vaccines (MMR, Varicella, or nasal influenza vaccine) that are not administered on the same day must be administered at least 28 days apart.
- Medical and religious exemptions have specific requirements. Information is available at:

<https://www.dhhs.nh.gov/dphs/immunization/exemptions.htm>

**Pre-school Students 3-5 Years Old
New Hampshire Immunization Requirements 2020-2021**

DIPHTHERIA, TETANUS, PERTUSSIS (DTaP/DTP/DT)

3-5 years	Four doses. The 3 rd and 4 th dose must be separated by at least 6 months.
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POLIO

3-5 years	Three doses. Any OPV dose(s) given on or after April 1, 2016 does not count toward the polio vaccine requirement and the series must be completed with IPV.
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MEASLES, MUMPS, and RUBELLA (MMR)

3-5 years	One dose. This dose must be administered on or after age 12 months.
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HAEMOPHILUS INFLUENZAE TYPE B (Hib)

3-5 years	One dose on or after 15 months of age OR Four doses with the last dose administered on or after 12 months of age OR see catch-up schedule below* Hib is not required for children \geq 5 years of age.
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HEPATITIS B

3-5 years	Three doses given at acceptable intervals. See attached schedule (page 2)
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VARICELLA (CHICKEN POX)

3-5 years	One dose. This dose must be administered on or after age 12 months. OR laboratory confirmation of chicken pox disease.
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*Hib catch-up vaccination schedule:

- If unvaccinated at 15-59 months: 1 dose needed.
- If dose 1 given before 12 months and dose 2 before 15 months, 3rd and final doses must be 8 weeks after dose 2.
- If dose 1 given at 7-11 months, dose 2 must be at least 4 weeks later and 3rd and final dose given at 12-15 months or 8 weeks after dose 2 (whichever is later).
- If dose 1 given at 12-14 months, 2nd and final dose must be at least 8 weeks after dose 1.
- If **PedvaxHIB** brand used, call NHIP for recommended schedule and requirements for dosing.

Boynton Middle School

Appendix

August 2023

Dear BMS Families,

I want to welcome the new families to Boynton and welcome back our returning families. I hope that all had a relaxing and restful summer. We are excited to start a new school year, and we hope you are as well. The faculty and staff are looking forward to creating an environment and providing education to best serve the students here at Boynton Middle School.

Here at Boynton, we believe in the three R's; Respect, Responsibility, and building positive Relationships. These three "R's" help ensure that our building is safe and welcoming for all. We care for the whole child, not just their academic growth. Creating an environment where students develop a mastery of skills and acquire the knowledge necessary to develop a positive self-image and foster academic, social and personal growth is our goal.

Boynton will continue to use the Eureka Math program. We will also continue to use the John Collins Writing Program. Students across all grades will write across content areas using a set structure; different "types" of writing have different requirements for each "type."

We appreciate your support in working as a team with us here at Boynton to make our students better problem solvers, writers, and well-rounded students.

Advisory teachers will review the MRSD handbook with all students during Boynton Block during the first week of school. We encourage parents to review the handbook and discuss it with their child. Please feel free to contact me with any questions you may have.

Please be sure to check out our website. We will do our best to keep our website up to date with relevant information and pictures. We are looking forward to a great year filled with learning and fun.

Sincerely,



Kevin Fondas M.Ed
Principal

BOYNTON MIDDLE SCHOOL MISSION

Boynton Middle School is committed to providing a learning environment where students develop mastery of skills and acquire the knowledge necessary to develop a positive self-image and to foster academic, social and personal growth.

STAFFING/CONTACT INFORMATION

Main OFFICE: Phone: 603-878-4800

FAX: 978-386-4182

Absence Line:

BOYNTON MIDDLE SCHOOL STAFF

Mr. Kevin Fondas – Principal

Mr. Mathew Fraser – School Counselor

Mrs. Tracy Poulin – Administrative Assistant

Mrs. Lindsay Heaphy – School Nurse

Erin Sarris - Social Worker

Mrs. Tami Allen – Assistant Principal

Ms. Samantha Dufresne– School Counselor

Mrs. Ashley Porter-Hayes– Admin. Asst.

Ms. Charlotte Duval - School Psychologist

Grade 5

Ms. Sarah Pope*

Mrs. Debbie Phillips

Mrs. Angela Johnson

Mrs. Tammi Schaumlöffel

Grade 6

Ms. Sue White*

Ms. Alanna Griffin-Bales

Mrs. Amy Robbins

Mrs. Christen Leger

Grade 7

Mrs. Karyn Veaser*

Mrs. Jennifer LaBelle

Mrs. Lynn Mello

Mrs. Alice Wolfe

Grade 8

Mrs. Kelly Stacy*

Mrs. Meg Tousley

Ms. Taylor Cohen

Mr. Jim Perigny

Special Education

Ms. Morgan Prindle

Ms. Alisha Davis

Unified Arts

Ms. Terry Galley-Quinn*

Mrs. Jean Brunell

Ms. Sara-Jessica Dapolito

Ms. Amy Marrello

Mrs. Jennifer Simon

Para Educators

Mrs. Peg Monette

Mrs. Kathy Rathbun

Mr. Jeremy Nimblett

Mrs. Kelly Vaillancourt

Ms. Arletta Belleville

Ms. Gina Heywood

Additional faculty

Mrs. Amy Hill – RTI Teacher

Mrs. Marlene Damery – Librarian

Custodians

Mr. Tony Calderone

Mr. James Wood

Mr. Jeff Simon

All staff emails follow the same format; first initial of the staff members first name, full last name @mascenic.org, unless otherwise noted. Example: John Doe jdoe@mascenic.org, the exception is Jennifer Simon her email is JeSimon@mascenic.org

MAIN OFFICE

The main office is open from 7:15AM to 3:30 PM Monday thru Friday while school is in session and from 8:00AM to 2:00PM during the summer and over vacations. Instruction in session from 7:45 AM to 2:15 PM. The main office phone number is 603-878-4800. Our fax number is 978-386-4182.

The office staff will be posting daily announcements on Powerschool. Parents can view these announcements under “daily bulletin”.

If you need to get in touch with your child, we ask that you contact the main office as texting or calling their cell phone disrupts the learning environment. Along the same line, office staff will call students out of class for messages, or to collect items dropped off at a time that is least disruptive to the learning environment. If you need to get in touch with your child about any last minute end of the day arrangements (going home with another student on the bus or being picked up by a different person), please call the main office no later than 1:45 pm.

Dismissals

If it is necessary for your child to leave school before the end of the school day, he/she must bring a note requesting dismissal to the main office. This should include the date and time of the dismissal and the name of the person who will be picking the student up. A parent or guardian must sign the note. Students must be signed out at the main office. Any adult other than the parent/guardian must have written permission to pick a student up and provide ID when they arrive at the main office. **We suggest that if your student needs to be dismissed near the end of the day that he/she be picked up by 2:00 pm.** It is extremely difficult to safely dismiss students between 2:00 pm and 2:15pm because of the arrival and departures of buses, the duties dismissal requires of our secretarial staff, and passenger cars may not legally pass school buses that are boarding students.

Bus notes

If your child will be riding a bus home with another student, you must provide the main office with a written bus note. This should include the date, your child’s full name, the full name of the student your child will be riding home with, the bus number/address, and a parent or guardian must sign the note. If you are calling in before 1:45 pm for a last minute bus note, you need to have the bus number/address and full name of the student your child is riding with.

We do not write bus notes for students to ride the bus and get off at Mascenic High school, unless they are going to the high school for an after school activity or program. We do not write notes for students to get off the bus to go home with an older sibling in their vehicle. If your child needs to go home with an older sibling that goes to the high school, the older child will have to pick them up at the circle behind Boynton.

Absent Line

Parents should communicate absences to the school as soon as possible. Parents may call the school to leave a message between the hours of 5:30 p.m. and 8:00 a.m. or they may call the secretary between 8:00 a.m. and 8:30 a.m. Homework assignments may be requested after two consecutive days off from school. To request work, parents must call the office by 8:00 a.m. or when leaving your message on the absent line, you can request work at that time. Work may be picked up in the main office after 2:40 p.m. The time and nature of make-up work will be determined by the teacher and may include work before, during, or after regular school hours. A student is allowed two school days to make up work for each day that he/she has been absent.

Drop Off and Pick Up

Morning student drop off is in the back of the school by the gymnasium entrance. Students can be dropped off between 7:30-7:45 with our school doors opening at 7:30. Buses are dropped off at our main entrance so parents cannot drop off in the front of the building during this time due to our bus traffic. Students who will arrive after 7:45 should be dropped at the main entrance by their parents. Students can be picked up in the back of the school by the gymnasium entrance starting at 2:15. Buses start arriving around 1:45 so we ask our parents to avoid the main office between 1:45-2:15. We ask that parents refrain from dropping off and picking up their students on King Road as it is a safety concern.

Students should be dropped off and picked up around at the circle behind Boynton. Our parking lot is very busy in the morning and the afternoon and students walking through the parking lot can create a safety issue, especially in the winter. Parents may park on the building side (left) of the lower parking lot to pick up their child.

BMS SCHEDULE

Each day, students at Boynton will have four core academic classes, a unified arts class, a WIN (What I Need) Period, and a Boynton Block. Our WIN period is an intervention time where students receive instruction to address strengths and weaknesses in targeted groups; or Special Education services, while other students may be getting an extension of content curriculum or activities which challenge students to use problem solving and critical thinking skills. Boynton Block activities will differ depending on grade level and day but will include; Social Emotional Learning Activities (SEL), Counseling Lessons, Drop Everything and Read (DEAR), Academic Support, Chorus, grade level meetings, assemblies, and more! Boynton Block is graded Pass/Fail based on participation and engagement in activities.

While each student's daily schedule will remain the same, they will have an alternating Green/White Day which will distinguish their Unified Arts Classes. For example, PE on green days and Art on White days.

Core academic classes: English-Language Arts, Mathematics, Science, Social Studies

Unified Arts: Physical Education, Arts, Music, Band, Family and Consumer Science, and Technology

HALL PASSES

Students who are in the halls during class time must have an official signed pass issued by a faculty or staff member. Students are required to report to assigned classes or assigned areas on time. Students requesting to leave one place to another during an assigned time must have a pass from the receiving teacher prior to arriving at their assigned location. Passes are issued with the belief that students will use them as intended. Use of passes is monitored and classroom teachers may restrict passes during instruction time. Except in cases of emergencies, students are not permitted to leave class the last ten minutes of the school day. Wandering the building, visiting other rooms (other teachers, café, school store, etc.) while out on a pass is an abuse of trust and may result in restrictions to that privilege and/or disciplinary action.

CO-CURRICULAR ACTIVITIES

Eligibility

BMS only are eligible to participate in extracurricular activities if:

- They have passed ALL courses at the end of the previous marking period: This includes Quarter 4 grades impacting the following year's fall season. An "Incomplete" is considered an "F" until work is made up and approved by the Administration. Withdrawal from a class to avoid a failing grade and preserve eligibility will not be allowed without administrative approval.
- They maintain passing grades throughout their season/activity. Students who are found to be academically struggling will prioritize academics over their extracurricular and will be supported by their advisor/coach

To see a complete list of eligibility requirements for students at the middle and high school level, please see the MRSD Athletic Code of Conduct.

Parents who are concerned about the policies and procedures used by Boynton Middle School and the middle school staff should contact the Principal immediately (878-4800). Any appeal of policies and practices should begin with the Principal. The second step in the appeal process is to bring concerns directly to the Superintendent of Schools Office (291-0160). The third step in the appeal process is to bring concerns before the Mascenic School Board. Please note that appeals must be brought forward in a timely manner, usually within 7 calendar days.

List of Activities

Interscholastic Sports: All Boynton students (5-8) are welcome to participate in the following Interscholastic Sports: volleyball, field hockey, soccer, cross-country, spirit team, basketball, baseball, track and field, and softball. These programs encourage sportsmanship, cooperation, independence, confidence, and pride in our school.

Musical Activities: All Boynton students can participate in band and chorus. Chorus and band will both have in-school and afterschool requirements that will be scheduled at the beginning of the year.

Dances and Social Events: School organizations may sponsor a social or dance. Dates must be approved by the Administration. Requests to sponsor an event must be submitted to the building Principal at least three (3) weeks prior to the event. The date will be confirmed once the sponsoring organization has obtained eight (8) adult chaperones, four (4) of whom are staff members at the Boynton Middle School. Students must maintain passing grades in order to go to dances.

School socials for grades 5 through 8 will usually be held from 6:00 to 8:00. There will be an open gym in the gymnasium and dancing in the cafeteria, students are not permitted to bring guests from other district. Seventh and eighth grade students will be allowed to bring students from other districts for the **semi-formal only** with prior approval from administration, please contact the school administrators for further details. All school rules apply during dances and all other school events. Students are not permitted to attend after school or evening activities if they are absent or suspended from school on the day of the activity. Exceptions may be made at the discretion of the administration. Students will be picked up outside the cafeteria.

Other Activities:

In addition, there have been a variety of additional programs run during and after school ranging in variety and length. Some of these programs are funded through the school and others through outside organizations such as the Widow Island Fund. An example of some of the clubs/groups run in the past include;

- Robotics
- Chess Club
- Science Club
- Art Club
- Yearbook Club
- Archery

NOTE: All students involved in any after-school program should be picked up at the main entrance, not at the back of the school. Only students who are practicing in the gym will be picked up at the flagpole.

GRADING/AWARDS

Grade Scale

Please see our marking system below:

A+ (97-100)	A (93-96)	A- (90-92)
B+ (87-89)	B (83-86)	B- (80-82)
C+ (77-79)	C (73-76)	C- (70-72)
D+ (67-69)	D (63-66)	D- (60-62)
	F (59 and below)	

Honor Roll

Honor Roll is issued for the following grades in all subjects including Unified Arts at the end of each quarter:

- High Honors: All A's
- Honors: All A's and B's

Boynton Middle School supports the development and growth of the whole child, thus additional (non-academic) awards will also be given at each quarter's end.

“On A Roll”

To be 'On a Roll' is to experience a time of ongoing improvement and/or success. 'On a Roll' Certificates will be awarded to recognize and celebrate students who are working hard and making progress in class. This progress includes improved grades, work completion and/or behavior.

Mascenic Regional High School

Appendix

Dear Mascenic Families,

I hope this welcome finds everyone well, relaxed, and looking forward to the start of school! There is a lot of work that occurs over the summer in preparation for the upcoming school year and it is with great excitement that myself and the rest of the MRHS staff await the return of students!

An area of focus for next year is to continue to shift the culture at MRHS, a shift that extends beyond the topical or cosmetic and begins to address meaningful change in more comprehensive ways. These changes occur when we purposely focus our energy on addressing them and putting supports in place that help to educate, address, and remedy the issues at hand. By creating a true culture shift, we create an environment at MRHS that is optimal for students to learn and staff to work.

MRHS is the last stop for students before they enter the workforce, military, or college. We will continue to strive to provide students with experiences that prepare them for whatever path they choose. In order to be successful in this important endeavor, we need the help of students, parents, and our larger community. Together we can instill the importance of the skills (both academic and real-world) that students can learn at MRHS and ultimately meet our goal of motivating all students to become knowledgeable, responsible, critical thinkers, as well as lifelong learners who are ethical, effective citizens.

I look forward to another year of working with and serving the Mascenic Community.

Sincerely,



Elizabeth Pogorzelski, Ed.D
Principal, MRHS

BELL SCHEDULE

*Please see the section on late starts; the school day will start at 7:55 on those days.

MRHS 2023-2024 SY Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Buses/Breakfast Morning Duty 7:25-7:35				
Homeroom 7:35-7:38	Homeroom 7:35-7:38	Homeroom 7:35-7:38	Homeroom 7:35-7:38	Homeroom 7:35-7:38
Period 1 47 minutes 7:38-8:25	Period 1 47 minutes 7:38-8:25	Period 1 47 minutes 7:38-8:25	Period 1 47 minutes 7:38-8:25	Period 1 47 minutes 7:38-8:25
Period 2 58 minutes 8:28-9:26	Period 3 58 minutes 8:28-9:26	Period 2 58 minutes 8:28-9:26	Period 2 58 minutes 8:28-9:26	Period 2 58 minutes 8:28-9:26
Period 3 58 minutes 9:29-10:27	Period 4 58 minutes 9:29-10:27	Period 4 58 minutes 9:29-10:27	Period 3 58 minutes 9:29-10:27	Period 3 58 minutes 9:29-10:27
Viking Block 10:30-11:03 33 Minutes	Viking Block 10:30-11:03 33 Minutes	Viking Block 10:30-11:03 33 Minutes	Viking Block 10:30-11:03 33 Minutes	Viking Block 10:30-11:03 33 Minutes
Lunch A 11:06-11:31 Period 4 11:34-12:32 Period 4 11:06-12:04 Lunch B 12:07-12:32	Lunch A 11:06-11:31 Period 5 11:34-12:32 Period 5 11:06-12:04 Lunch B 12:07-12:32	Lunch A 11:06-11:31 Period 5 11:34-12:32 Period 5 11:06-12:04 Lunch B 12:07-12:32	Lunch A 11:06-11:31 Period 5 11:34-12:32 Period 5 11:06-12:04 Lunch B 12:07-12:32	Lunch A 11:06-11:31 Period 4 11:34-12:32 Period 4 11:06-12:04 Lunch B 12:07-12:32
Period 5 58 minutes 12:35-1:33	Period 6 58 minutes 12:35-1:33	Period 6 58 minutes 12:35-1:33	Period 6 58 minutes 12:35-1:33	Period 6 58 minutes 12:35-1:33
Period 7 48 Minutes 1:36-2:24	Period 7 48 Minutes 1:36-2:24	Period 7 48 Minutes 1:36-2:24	Period 7 48 Minutes 1:36-2:24	Period 7 48 Minutes 1:36-2:24
Dismissal/Afternoon Duty 2:25-2:40				
Drop 6	Drop 2	Drop 3	Drop 4	Drop 5

SCHOOL CONTACT INFORMATION

All offices and staff may be reached by dialing (603) 878-1113 during school hours. Faculty and staff emails can be found on the [MRHS website](#) by searching under the applicable department. All faculty and staff emails follow the following format: first initial last name@mascenic.org.

SCHOOL ACCESS/BUSINESS HOURS

Students and approved visitors may access the school from 7:25 am to 3:00 pm, Monday through Friday when school is in session and 8:00 am to 2:00 pm during vacations, unless otherwise posted. All entry is through the front door/Main Office. There is no legal access to the school and/or its properties outside of normal business hours with the exception to special events, as advertised in advance, and only to the applicable areas.

PARKING LOT/ENTRANCES/EXITS

The school parking lot, entrances, and exits are considered a public thoroughway and driving inappropriately in the parking lot, including driving while using a handheld device, smoking, drinking, vaping, etc., on the way into or out of the parking lot may result in legal consequences in addition to school discipline.

Please see our section on Parking Permits for more information on student parking.

SCHOOL PROFILE

We are a small rural comprehensive high school located in the Greater Monadnock Region of southwestern New Hampshire. We have approximately 270 students enrolled from the two towns of Greenville and New Ipswich, NH. The school mascot is the Viking and the school colors are Blue, Red, and White.

ACCREDITATION

Mascenic Regional High School is accredited by the New Hampshire Department of Education and the New England Association of Schools and Colleges.

STATEMENT OF CORE VALUES AND BELIEFS

Mascenic Regional High School's mission is to create a respectful, secure, and engaging learning environment. Our goal is to motivate all students to become

knowledgeable, responsible, critical thinkers, as well as lifelong learners who are ethical, effective citizens.

Academic Expectations

Students will

- Develop the 21st Century skills necessary to seek and obtain knowledge through self-directed inquiry, using technology.
- Apply effective decision-making, problem solving, and critical thinking skills both independently and collaboratively.
- Connect with others through various modes of communication; specifically writing, oral communication and visual representation.
- Acquire a broad base of interdisciplinary knowledge.
- Demonstrate responsibility for their academic endeavors through adherence to school policies and requirements by being committed, engaged participants in the classroom community.

Civic Expectations

Students will

- Develop an ability to make intelligent and informed decisions as involved citizens within our democratic system.
- Honor commitments to groups, organizations, teams, and classes.

Social Expectations

Students will

- Demonstrate respect for the individual.
- Act with integrity.

LATE STARTS

This year the high school is piloting late starts roughly twice a month to provide staff with intentional and effective time to discuss student progress and make adjustments to instruction.

It is important to note that the bus times will not change for MRHS or any other school on these days. Students who arrive on the bus will be able to go to the cafeteria and the gymnasium until 7:55. Students who drive or who are driven should

arrive between 7:50-7:55. On these late start days, class times will be adjusted accordingly and we will not have Viking Block.

The following days will be late starts (7:55) at MRHS;

September 15, 29

October 13, 27

November 17

December 1, 15

January 5, 19

February 2, 16

March 8, 22

April 5, 19

May 10, 31

FULL TIME STUDENT SCHEDULE REQUIREMENTS

All students in grades 9, 10, and 11 must maintain a minimum of 7 courses per year. All seniors must maintain a minimum of 4 courses per year.

Students may enroll in Alternative Learning Programs such as Extended Learning Opportunities, online learning, etc. with administrative approval. Classes offered at MRHS are not to be replaced with an online course unless there are special circumstances and approved by administration.

TREATMENT OF 18 YEAR OLD STUDENTS

Mascenic Regional High School recognizes certain legal rights of 18 year-olds. However, 18 year-old students, who choose to remain a Mascenic student, must follow the rules and regulations established by the Mascenic Administration and the Mascenic School Board. Therefore, in accordance with this, the following procedure has been established:

- Students who are 18 years old (or older) and live with their parent/guardian(s) may not sign their own notes dismissing themselves for school for any reason, or authorize their absences or tardiness, etc., unless parents have signed permission on “18 Year Old Students” form.
- Students who are 18 years old (or older) and maintain their own residence financially independent from their parent/guardian(s) may sign their own notes. The administration will then issue a determination as to the procedures that govern students’ rights and responsibilities within the school setting.

- School records of students who are 18 years old may still be disclosed to a parent/guardian(s) while the student is enrolled in school and is still living with their parent/guardian(s).
- Any exceptions to this policy may be made through a written appeal to the Administration.

SCHOOL WITHDRAWAL

Any student who is 18 or older and wishing to withdraw from Mascenic must bring a note from a parent/guardian if living at home. If the student is living independently and has been verified following the residency requirements, s/he may withdraw through the Counseling Center. All obligations/debts are due upon withdrawal.

Any student, who is under 18 and withdrawing to homeschool or another school, should have their parent or guardian complete the withdrawal process through the Counseling Center. All obligations/debts are due upon withdrawal.

SENIOR PRIVILEGES

Senior privileges are granted to each senior class, based upon eligibility, annually by the Administration. It is important to note that some or all of these privileges may be temporarily suspended or rescinded on a group or individual basis at any time throughout the year if students fall out of good standing or fail to meet the requirements laid out under “privileges”. The Administration may cancel/suspend privileges for all seniors during an emergency.

ELIGIBILITY

To be eligible for senior privileges, students must be a senior, in good academic standing, and demonstrate appropriate behavior on campus on a regular basis. Students who do not meet this criteria, or who fall out of good standing may have their privileges temporarily or permanently revoked. Seniors must have the “Senior Privilege Form” on file with the main office.

PRIVILEGES

Finals (if applicable)

1. May be exempt from finals if they carry a 90% average or higher.

Lounge

1. Seniors may use the senior lounge during free periods and before school starts.
2. The door to the library and the hall must remain open at all times.

3. Seniors may have an electronic device playing at a low volume in the senior lounge. Gaming systems are not allowed.
4. Seniors are responsible for keeping the senior lounge neat and orderly.
5. Seniors with outstanding obligations will be ineligible for senior privileges.

“Off” Blocks.

6. Seniors who do not have a first block off may come in after the first block. Seniors who have the last block off may leave prior to their last block after signing out at the main entrance. If seniors choose to come to school early or stay after their last class, they should make sure the main office is aware they are in the building/lounge.
7. Students ARE NOT allowed to leave the building between classes if they have a free block(s).
8. A senior with a car is not allowed to transport passengers at any time during the school day.

[Forms will be handed out the first week of school.](#)

NATIONAL HONOR SOCIETY PRIVILEGES

For eligibility for National Honor Society (NHS) induction, all students need to earn a 3.3 GPA. This is aligned to the current MRHS NHS Chapter standard for induction. In addition to the many benefits of becoming an NHS member, all active NHS members may at teacher discretion, have their final exam waived when earning a 90 or more class average.

PARKING PERMITS

[Parking Permit Forms](#) can be found in the main office and on the school's website. Students will need to provide the school with a copy of their driver's license, a copy of their DMV registration, and a completed Parking Permit Form in order to receive a parking permit. Students may come in the week prior to the start of school to receive parking permits from the main office.

Parking permits are required for students who plan on driving and parking at MRHS. Students and parents/guardians must sign the MRHS Student Parking Permit Form; this form outlines the rules and regulations for parking at MRHS.

Students are expected to adhere to the rules articulated. Consequences for violations of these rules will differ depending on the nature and extent of the infraction. School

responses may include; verbal warning, office detention, parent meeting, suspension of parking privileges, revoking parking privileges, and suspension from school.

VIKING BLOCK

The purpose of Viking Block is to provide students with different opportunities for success. In addition to building positive relationships with staff and other students, it's an opportunity for students to be exposed to a variety of content and receive/seek help when necessary. Students will be in a Viking Ship with their classmates. Each grade level will have assigned teachers, including class advisors working with their class during this time. Activities will vary depending on the needs of each group; each class may have a different structure than another.

Monday, Wednesday, Friday will be structured learning time

Tuesday, Thursday will be academic support within each Viking Ship

Viking Block will be graded Pass/Fail with an emphasis on attending daily and being an active participant. Students who miss their Viking Block will adhere to the same consequences outlined in the student handbook if they were to miss any class. All students with the exception of those enrolled in the Automotive program will have a Viking Block.

CREDIT RECOVERY

In an attempt to help all our students succeed, we allow and encourage students to participate in credit recovery options. All recovery options would typically be offered as a pass or fail and award subsequent credit upon successful completion, with a 60% final average for GPA purposes. Credit recovery course credit **is not allowed as a replacement** for classes not attempted. While there is typically no costs related to credit recovery, depending on the options taken, cost would be the responsibility of the family. Final decisions on credit recovery are at the discretion of administration.

FINAL ASSESSMENTS

Teachers may choose to give a mid-term/final assessment in their courses. This could range from a culminating project, exhibition, presentation, performance or summative assessment. A midterm/final assessment can count up to no more than 20% of a student's grade; this grade would be delineated in Powerschool as an X1 or X2 grade.

Teachers may exempt Seniors and National Honor Society members with 90% or higher course averages. Students are responsible for knowing if they are exempted or not. All other students are required to take all assessments regardless of their course average.

AWARDING OF CREDIT

Credit is awarded at the completion of each course in accordance with [Policy IK](#), Earning of Credit. Additionally, a unit of credit shall be given upon satisfactory completion of a course or learning experience in compliance with the district specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal and will be in accordance with Policy ILBAA, High School Competency Assessments.

Credit is not awarded when a course is not completed. Courses that are not completed are assigned a Withdraw (WD) or Withdraw Fail (WF) by the teacher or administrator. The entered grade value is based upon the current course average at the time of withdrawal, including unfinished work that has been assigned prior to withdrawal.

Credit will be awarded only once for a specific required course with the same content during the secondary school experience. Any courses repeated for skill development or further depth of understanding will receive an AUD designation along with the grades earned and no credit.

INCOMPLETE GRADES

- Students who receive an "I"-Incomplete on their report card are not eligible for Honor Roll. However, once they have made up the work they may be eligible.
- Students have 10 school days after the end of the marking period to make up the required work.
- Failure to complete all the requirements will result in the grade of "0" on incomplete work and the resulting grade reflected on their report card/transcript.
- Incompletes are treated as a failing grade for eligibility of senior privileges or athletic/extra-curricular eligibility.

HIGH SCHOOL COMPLETION

GRADUATION CEREMONY

Only students of Mascenic Regional High School who have met all the graduation requirements set forth in School Board [Policy IKF](#) prior to 2:24 on the Tuesday before graduation may participate in the Graduation Ceremony. Additionally, in order to participate in the graduation ceremony, all student debts/obligations need to be met. Only Graduation Regalia provided through Mascenic Regional High School may be worn on or over the graduation cap and gown at graduation. Students may decorate their caps in an appropriate manner, subject to the prior approval by the Administration. Appropriate attire is required to be worn under the robe.

Students must attend all graduation practices in order to participate in the graduation ceremony. Practices are held during the school day to avoid conflicts with work schedules. Please plan accordingly once the graduation practice schedule is posted.

For more information on the different diplomas offered at MRHS, corresponding requirements, and standards to receive “Honors” please refer to the Program of Studies.

A minimum of 24 credits in required and elective courses as defined as:

CLASS RANK

Class rank and grade point averages are computed and officially updated at the end of each year. All courses are weighted based on level of difficulty. Determination of class ranking includes all graded subjects except certain courses for students with learning disabilities.

Valedictorian and Salutatorian

1. The Valedictorian and Salutatorian must be a student enrolled in the 12th grade who graduates with their class.
2. The student must have attended Mascenic Regional High School for at least four consecutive semesters. Therefore, any student who transfers into the High School after the first semester of their Junior year will not be eligible to be Valedictorian or Salutatorian.
3. The Valedictorian must have earned the highest grade point average in their graduating class. The Salutatorian must have earned the second highest grade point average in his/her graduating class.

***Credits earned in online/VLACS courses will be included in the calculation of a student's GPA beginning in the current school year (2022-2023).

MARKING SYSTEM

Mascenic Regional High School abides by the following grading system: All grades are displayed in weighted numerical decimal format from 4.9-0.0 on report cards and transcript. The following chart is listed to help explain the conversion used.

<u>AP/Running Start</u>	<u>Honors</u>	<u>College Prep</u>
A+ = 4.9	A+ = 4.6	A+ = 4.3
A = 4.6	A = 4.3	A = 4.0
A- = 4.3	A- = 4.0	A- = 3.7
B+ = 4.0	B+ = 3.7	B+ = 3.3
B = 3.7	B = 3.3	B = 3.0
B- = 3.3	B- = 3.0	B- = 2.7
C+ = 3.0	C+ = 2.7	C+ = 2.3
C = 2.7	C = 2.3	C = 2.0
C- = 2.3	C- = 2.0	C- = 1.7
D+ = 2.0	D+ = 1.7	D+ = 1.3
D = 1.7	D = 1.3	D = 1.0
D- = 1.3	D- = 1.0	D- = 0.7

COURSE LEVELS

Honors (H), Running Start (RS), or Advanced Placement (AP) courses provide the most challenging level of work for students. College Preparatory (CP) is the standard academic course offered at Mascenic Regional High School. Course Audits (AUD) carry no credit but full grade.

- College Preparatory courses are intended to prepare students for all post-secondary learning, thus helping students be college and career ready.
- Audit courses are intended to help students further develop skills in a course previously taken for credit. Students are expected to complete all the work and will be graded accordingly. The final letter grade will be reflected on the transcript.
- Honors courses are intended for accomplished students and require a serious academic commitment.
- Advanced Placement courses are designed to provide students with the analytical skills and factual knowledge necessary to be successful when taking Advanced Placement exams. Students who earn a qualifying score (three or more) on an Advanced Placement exam may receive college credit based upon

the award by their chosen college or university or course advancement. Students are required to pay the AP exam fee.

- Running Start courses may earn college credit. These courses, their curriculum, and the high school teacher are approved by a community college. Students pay a fee, determined by the college granting the college credit; take the course in a traditional high school classroom.

Courses are labeled as the following on Transcripts:

- Running Start = RS or H/RS or AP/RS
- Advanced Placement = AP
- Honors = Honors or H
- College Preparatory = CP

GRADING

Departments will work together to create similar grading procedures. These procedures will be noted within each teacher's course syllabus. Late work will be accepted by teachers at MRHS according to each department and the discretion of the teacher as long as the assignment in question will contribute to student learning and is within a reasonable time frame.

HONOR ROLL

To calculate Honor Roll, a student's weighted values are averaged. To earn High Honors, a student would need to earn no grade below an A- and be enrolled full time. To earn Honors, a student would need to earn no grade below a B- and be enrolled full time. Students with an Incomplete at the time report cards are printed are not eligible for Honor Roll, but may earn it once the incomplete has been completed.

ALTERNATE CREDIT OPTIONS

Credit may be earned through alternative methods outside of regular classroom-based instruction. The awarding of credits toward high school graduation will be determined by the high school principal and will be granted only if the request fulfills the following:

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a similar credit-bearing course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- The plan is feasible and does not cause unnecessary burden on the resources of the school.

SCHEDULE CHANGE PROCEDURE

Diminished progress may occur when a course change is made after the beginning of the school year. During the first days of class, each course builds a foundation for the entire course. To attempt to succeed without the foundation in any subject is a dangerous venture. Students and parent/guardian(s) are asked to give careful attention to selecting the full school year's schedule. In order to maintain a balanced schedule that creates a class environment that best promotes learning, the following procedure for schedule changes is:

Schedule change requests are accepted up through the end of the third school day and done so without penalty. The following exceptions are deemed to be beyond a student's control and can result in a schedule change after the first day of school:

- The schedule is not complete
 - The schedule does not reflect the course selections made by the student
 - The student does not meet the prerequisite of the course
 - The student needs to retake a failed course
 - The teacher requests a level change for the student
 - The administration requests a change of course in the best interest of the student
- Appeals to this procedure should be presented to the Principal.

Once the school year begins, all schedule changes require the appropriate add/drop application found in the Counseling Center. Applications are only considered complete when they have school principal, parent/guardian(s), and teacher signatures. **Completed applications must be returned to the Counseling Center before a schedule change can take effect.** Students are required to attend all classes and complete all coursework until their school counselor advises that their schedule is complete and all teachers have been notified.

Dropped courses will result in a Withdraw (WD) or Withdraw Fail (WF) on the report card/ transcript if the student has earned any grades in the class. A "WF" may be earned in cases where students have failed to report to a class and/or complete any work without following the above procedures. "WF's" and "WD's" (especially in Honors/AP courses) may have a negative impact upon the college admissions process and should be considered carefully before planning to drop a course.

DROPPED COURSES

Dropped courses will result in a Withdraw (WD) or Withdraw Fail (WF) on the report card/transcript if the student has earned any grades in the class. A “WF” may be earned in cases where students have failed to report to a class and/or complete any work without following the above procedures. “WF”s and “WD”s (especially in Honors/AP courses) may have a negative impact upon the college admissions process and should be weighed before planning to drop a course.

INTERSCHOLASTIC ATHLETIC PROGRAM—JJIF-A

All students are welcome to try out for and participate in the Interscholastic Athletic Program. These programs are designed to encourage positive participation in competitive interscholastic sports. Athletes must demonstrate a high code of ethics while representing themselves, the school district, and the community as positive role models. The student must be eligible under the Discipline Code to participate in athletics.

Students and parent/guardian(s) will sign permission forms and training rules, acknowledging their awareness of the rules prior to participation in a sport. These signed forms shall remain on file with the Athletic Director. The first infraction of this policy will result in dismissal from the team. These forms must be completed and returned prior to try outs or practices. Sports Activities The availability of all sports is based upon student interest. Currently offered:

Fall : Cross Country (Girls and Boys), Field Hockey, Golf, Soccer, and Girls Volleyball
Winter: Basketball (Girls and Boys), Indoor Track, Spirit, Wrestling, and Swimming,
Spring: Baseball, Softball, Boys Volleyball, and Track and Field

For more information on Athletics, please see our [MRSD Athletic Code of Conduct](#).

NH LABOR LAW

The New Hampshire Department of Labor, Wage & Labor Division, provides strict guidelines for student working hours, occupational qualifications and age eligibility. Students and parent/guardian(s) are requested to check with the school prior to a student accepting employment to guarantee that these guidelines will be met. Furthermore, the New Hampshire Division of Labor has authorized public school administrators to notify their agency, the student’s employer and to remove working

papers from the students if a student's employment has a detrimental effect on his/her classroom performance. However, students who need or desire to work part-time while attending school will be encouraged to do so provided their work commitments do not interfere with their achievement in school. Work Permits In compliance with NH Law, the school Administration will be responsible for processing requests for, and issuing work permits for students under 16 years of age to work part time while attending school. Such employment must meet legal requirements pertaining to jobs suitable for minors.