

Exeter High School Student Handbook 2016-2017

Exeter High School Core Values, Beliefs, and Learning Expectations

(Draft Approved by EHS Faculty on 4/21/15)

Core Values

Exeter High School students proudly endeavor to be:

- A. Respectful and responsible citizens
- B. Engaged members of the greater community
- C. Active learners who strive for their highest academic and social potential through critical thinking, creativity, and effective communication

Beliefs about Learning

Because effective learning in the 21st Century demands self-direction with community-wide collaboration, Exeter High School students will:

- Engage in meaningful and challenging educational experiences that inspire lifelong learning through a rich and rigorous academic foundation
- Analyze and synthesize content through multiple experiences and opportunities in order to better access higher level thinking skills
- Cooperate with faculty to express knowledge and ideas while building mutual understanding
- Demonstrate self-advocacy and personal growth, and model responsible, respectful behavior towards themselves, each other, and the larger community through family and community partnerships

21st Century Learning Expectations

Academic

- Work both independently and collaboratively
- Listen, read, and write effectively and critically
- Identify and utilize a variety of resources to obtain and deliver information
- Employ multiple strategies in critical thinking, problem solving, and performance
- Apply learned skills and create with integrity and originality

Social

- Develop and maintain the skills, competencies, and qualities to succeed personally, interpersonally, and professionally
- Take an active role in their own learning and personal development
- Recognize and respect the needs, differences, opinions, and personal spaces of others

Civic

- Demonstrate appropriate active citizenship in the greater community
- Strengthen school and community partnerships through effective service
- Accept responsibility and understand the impact of their own actions

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Blue Hawk Pride

Classroom

COURTESY

Be attentive
Raise your hand
Cooperate with others

RESPONSIBILITY

Be on time / Come prepared
Dress appropriately
Complete your homework
& assignments

RESPECT

Be honest / Be tolerant
Allow the thoughts
& ideas of others
Use appropriate language

School Campus

COURTESY

Use proper language
Practice manners
Stay with the traffic flow

RESPONSIBILITY

Act age appropriate
Manage your time
Proper trash disposal

RESPECT

Respect public and private property
Respect all members of the school

Cafeteria

COURTESY

Use proper language
Respect the lunch staff
Respect people and property

RESPONSIBILITY

Clean up after yourself
Carry your ID card
Pay for your items

RESPECT

Talk in a reasonable voice
Wait your turn
Be polite

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A complete list of all Exeter Regional Cooperative School District Policies can be found at <http://www.sau16.org/index.php/school-boards/exeter-region-coop/policy-manual>

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Extra-Curricular Activities and Clubs

Exeter High School strives to offer challenging learning experiences and opportunities to meet the needs, abilities, and interests of each student. Committed to the development of a well-rounded student, Exeter values academic, personal, creative, and social growth. To foster this growth, Exeter provides a variety of co-curricular activities.

Responsibilities

Students will be allowed the use of school facilities for extra curricular activities and are encouraged to participate in them. These activities must be scheduled in keeping with normal school committee regulations and provide supervision according to school rules.

Attendance

Students are required to be in attendance at school the day of any extra curricular activity unless prior arrangements have been made with the Principal.

Clubs and Activities

Close Up	Honor Societies
Color Guard	Interact Club
Drama Club	Key Club
Environmental Club	Math Team
EHS Press	Model U.N.
Equality Club	Peer Outreach Group
Fencing Club	Pinnacle – Yearbook
Film Club	Robotics Club
Foreign Exchange Opportunities	Special Olympics
French, Japan, Spanish & Latin Club	Students Against Bullying
Recycling Club	Student Senate
Hawk Crew	Youth & Government
Writers Club	

SST Clubs and Activities

Association for Computing Machinery – ACM	Health Occupations Students of America - HOSA
Distributors Education Clubs of America – DECA	NH Science & Engineering Expo - NHSEE
Family, Career & Community Leaders of America – FCCLA	Skills USA – An Association of Career & Technical Education Students
Future Business Leaders of America – FBLA	Future Farmers of America - FFA

Scholastic Honor Societies

Japanese Honor Society	Latin Honor Society
Spanish Honor Society	Social Studies Honor Society
French Honor Society	

National Honor Society

The National Honor Society is an organization for outstanding juniors and seniors at Exeter High School. Criteria for membership in the National Honor Society are based on the qualities of scholarship, service, leadership and character. The academic standard for consideration for selection is a 3.5 un-weighted grade point average. Juniors with this grade point average, after completion of two years of academic course work, are considered for membership in February of each year. Seniors are considered for

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membership after completion of three years of academic course work in October of each year. Juniors and seniors who are academically eligible will be notified by letter and will be required to complete a Student Information Profile by the assigned deadline. The five-member Faculty Council appointed by the principal will review these profiles and also faculty-written, firsthand observations of eligible students in the areas of service (in and outside of school), leadership and character. A majority vote of the Council is necessary for selection. The advisor will notify, in writing, eligible students who complete the necessary profile regarding selection results. A formal induction ceremony is held in May. All members, with their officers and advisor, meet in the fall and spring and are required to participate in service projects that benefit the school and community.

Activity Programs & Procedures

Starting a new club or organization:

Anyone at Exeter High School wishing to start a new club or organization needs to comply with the following procedures:

1. Submit a new club/organization form containing the following information to appropriate assistant principal.
 - Name of club or organization
 - Goals & objectives
 - How the school will benefit
 - Cost considerations
 - Stipend request
 - Name of advisor(s) and students
2. Upon completion of step 1, a meeting with the designated assistant principal will be set up to review the proposal and to answer all questions.
3. The principal will then review the request with the assistant principal, and, if approved, the request will be submitted to the School Board for consideration.

Interscholastic Athletics

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Boys Cross Country	Boys Basketball	Boys Baseball
Girls Cross Country	Girls Basketball	Boys Tennis
Girls Field Hockey	Boys Ice Hockey	Girls Tennis
Boys Football	Girls Ice Hockey	Girls Softball
Boys Soccer	Boys Indoor Track	Boys Spring Track
Girls Soccer	Girls Indoor Track	Girls Spring Track
Boys & Girls Spirit Group	Boys & Girls Spirit Group	Boys Lacrosse
Boys & Girls Golf	Boys Wrestling	Girls Lacrosse
Girls Volleyball	Co-ed Unified Basketball	
Co-ed Unified Soccer	Boys & Girls Swimming	
Boys & Girls Bass Fishing	Boys & Girls Alpine Ski	
	Boys & Girls Gymnastics	

Athletic Eligibility Rules

The four (4) years in which a student represents his or her high school in interscholastic athletic competition conducted under the auspices of the New Hampshire Interscholastic Athletic Association (NHIAA) may be four of the most enjoyable years in your young life. As you compete, your high school will have local rules and regulations that you must follow in order that your interscholastic participation and competition can be a profitable educational experience.

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The NHIAA also has rules and regulations incorporated into the association's constitution and by-laws to which students as well as school personnel must adhere. The principal of your high school is responsible to certify the eligibility of all students representing the school in interscholastic athletics.

Any question concerning your athletic eligibility should be directed to the athletic director, who has available a complete copy of the NHIAA's Eligibility Rules, which include the Association's due process. The athletic director will seek final eligibility rulings from the principal.

Eligibility regulations of the NHIAA apply to each area of interscholastic participation: Varsity, Junior Varsity, and Freshman Teams.

Regulations (Summary Form)

- Age - If you reach nineteen (19) years of age prior to September 1, you will be ineligible the upcoming school year. If you reach nineteen (19) on or after September 1st you will be eligible for all of the upcoming school year.
- No post-graduates shall represent the school in interscholastic athletics.
- **Scholastic Standing- If you fail to pass four (4) units of work during the previous marking period, you CANNOT represent your high school in any interscholastic contest. You CAN regain your athletic eligibility by making up academic deficiencies or failures by successfully completing other summer school programs as approved by administration, other online course recovery, or EHS credit recovery. You must have the prior approval of the Principal and the Athletic Director. This academic/credit recovery must be completed prior to the first date to play as listed in By-Law Article XXXVI of the NHIAA Handbook.**
- **Incompletes are not to be considered passing grades for purposes of eligibility.**
- Semesters - You are eligible for interscholastic competition for no more than eight (8) consecutive semesters once you enter grade nine (9). Participation in grade seven (7) and eight (8) does not count toward the eight (8) allowable semesters. If you attend a high school in a foreign country the eight (8)-semester rule is still in effect.
- Transfer - If you transfer from one NHIAA member school to another NHIAA member school, you will be ineligible to participate in interscholastic athletics for a period of ninety (90) school days, unless, the transfer has been accompanied by the permanent change of address on the part of your parent(s)/guardian(s) to the area serviced by the school to which the transfer was made and you meet all other eligibility requirements.
- Financial remuneration - If you, at any time, receive any type of financial remuneration for participating in sports that are organized by the NHIAA, your athletic eligibility will be terminated from all high school sports from the date of the infraction. Accepting a nominal fee for instructing, supervising, or officiating in an organized youth sports program or recreation, playground, or camp activity shall not jeopardize your amateur status. If you sign a professional playing contract, you will lose your amateur status in whatever sport involved.

Student athletes certified to participate in high school sports may not be a member of, nor play on any other team in the same sport, while a member of a school team and while that school team has remaining contests on its schedule or is eligible for NHIAA tournaments or CNESSPA competition.

Special Considerations for Individual Sports: Participation in organized non-school athletic competition is waived under the following conditions: Student athletes may participate in Cross-Country, Golf, Gymnastics, Indoor Track, Outdoor Track, Skiing, Fall/Winter Spirit, and Tennis as an individual (unattached) and not as a member of a team during the authorized sports season without loss of interscholastic eligibility provided the following criteria are met:

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- Student athlete's participation in the event must receive the approval of the principal.
- The student athlete and parent(s)/guardian(s) agree not to accept, directly or indirectly, any awards that would be in violation of NHIAA By-Law Article II, Eligibility, Section 7 Amateur Status.

Non-School Team Definition: A non-school team is deemed to be a team if it has two or more of the following: coaches, schedule of games/events, schedule of practices, uniforms, awards/recognition, tournament play-offs. An athlete is a bona fide member of a school team and must sever all ties with "outside" teams, etc. in that same sport the date the tryouts begin.

- Playing Under An Assumed Name – If you compete in any NHIAA event under a false name you will be declared athletically ineligible for a period of three hundred and sixty-five (365) days from the date of the infraction.
- A school using ineligible contestants shall forfeit all games and contests in which the ineligible student participates.
- No pupil shall be eligible to represent his/her school in interscholastic athletics unless there is on file, in the school, a physician's statement for the current year certifying that the student has passed an adequate physical examination and that in the opinion of the examining physician, he/she is fully able to participate in high school athletics, or the athlete has had a physical within two year and a health update on file.

Interscholastic Competition Requirements

- Meet eligibility regulations of the NHIAA. For more information on meeting the eligibility requirement, please contact the athletic director's office.
- Have a signed parent(s)/guardian(s) permission slip on file, which includes a statement claiming insurance coverage or stating that the parent(s)/guardian(s) take full responsibilities for medical costs incurred as the result of sport participation.
- A sports examination is required to be on file in the school. All physical exam certificates for sports are on file in the athletic director's office.
- Sign a player's contract outlining further responsibilities and view with a parent(s)/guardian(s) a film outlining the inherent danger of playing a sport.

The sole responsibility for athletic eligibility rests with the principal of the school. No student should represent his or her school in an interscholastic sports event unless the principal of that school has certified said student's eligibility through the school's official eligibility list for that sport filed with the Executive Secretary of the NHIAA. See NHIAA handbook for more on eligibility requirements or contact the athletic director.

Non-School Competition

A member of a school team is a student athlete who is regularly present for, and actively participates in all team practices and competitions. Bona fide members of a school team are prevented from missing a high school practice or competition to compete with an out-of-school team, practice or competition to include tournaments, showcases, combines or other athletic events. Whenever a conflict arises between the high school team practice/competition and an out-of-school practice/competition on the same day, the student athlete must honor the high school team practice/competition. Priority must be given at all times to the high school team, its practices, and its contests unless a waiver has been granted by the principal and athletic director. It is expressly understood that waivers shall not be granted on a regular basis and shall only be granted in extraordinary circumstances. The NHIAA handbook will enforce penalties.

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Sportsmanship

We are a sports-loving nation. The lessons we learn from sports, either as participants or as spectators, can benefit us. As a student, take pride in the "BLUE HAWKS" athletic teams. Our school will be judged not only by our performance but also by our sportsmanship. Elements of sportsmanship learned as an athlete or an enthusiastic spectator can contribute greatly to the pleasures and satisfaction of your daily life.

1. Remember that at all times you are either a guest or a host, therefore act accordingly.
2. Cheer both teams as they come on to the field.
3. Accept decisions of the officials as final.
4. Applaud the outstanding plays made by either team.
5. Refrain from yelling during the infliction of a penalty.
6. Remain silent during free shots.
7. Applaud opponent in case of injury.
8. No "cat-calling" or booing of opponents.
9. Encourage players and classmates to live up to the spirit of the rules.
- 10. Promote good sportsmanship at all times!**

Student Services

Guidance

School counselors are available to assist students in course selection, college and career decision-making, and day-to-day school related problem solving. Counselors work very closely with faculty, students, and parent(s)/guardian(s) to assist with these matters. A student may see his/her counselor, with that counselor's permission, any time that he/she is not in a class. Students need to schedule an appointment in the guidance department with the administrative assistant. If a student is scheduled to see a counselor during a class, he/she is to notify the teacher before going to that appointment and have their pass signed. Students are able to see any counselor if their counselor is not available. Parent(s)/guardian(s) are invited to contact their student's counselor at 775-8417, whenever they feel their input would be helpful or to schedule a parent(s)/guardian(s) conference.

Student Support Counselor

The school Student Support Counselor assists students in the areas of academic achievement; personal development, social intervention, and college and career readiness, ensuring today's students become the productive, well-adjusted adults of tomorrow. Responsibilities of this individual include: coordination and case management of students eligible for Section 504 plans, work with staff and students enacting crisis management and suicide prevention, develop proactive strategies and facilitate responsive solutions to chronic social issues with students, as well as identify and connect students and families with community and behavioral health agencies.

Student Assistance Program

The Student Assistance Program is primarily responsible for the assessment, referral, and follow-up with students experiencing personal problems, especially those related to their own, their families', or their peers' substance use or abuse. Through the use of assessment, counseling, consultation, and close contact with the faculty, the student assistance counselor helps provide the student with information and support for problems that interfere with academic achievement.

The Student Assistance Program is bound by federal regulations guidelines regarding confidentiality (42 CFR-part 2). It is a goal of the program to communicate with parents/guardians, relevant school constituents, as well as outside services; however, all communication will follow these guidelines.

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According to Federal and state laws, anyone over the age of twelve can seek drug and alcohol related services without anyone's consent.

School Resource Officer (S.R.O.)

The purpose of the S.R.O. is to provide a safe and secure environment that is conducive to learning. This Exeter police officer is available during school hours as a resource for students, faculty, and staff for occurrences involving law-related counseling, law related education and law enforcement. Students and their parents/guardians are encouraged to use the S.R.O. as a legal resource.

Cafeteria - Food ServicesERCSD Policy EFC

School lunches, at no or reduced cost, are available to those students whose family income meets certain standards set by the federal government. If a student believes his/her family may be eligible, he/she may pick up an application form in the main office or the Assistant Principals' offices, if he/she does not receive one in homeroom on the first day of classes.

Students are responsible for appropriate social behavior in the cafeteria at all times. Trays and empty containers are to be returned and other trash disposed of before students leave the cafeteria. Students are not to take food out of the cafeteria without administrative permission.

Any inappropriate behavior in the cafeteria will result in disciplinary action, which may include assigned seating in the cafeteria, cafeteria cleanup duties, detention, or suspension. All students are expected to be cooperative and orderly in the cafeteria. They are responsible for keeping it clean and making sure that all tables are free from papers, food, and other materials before they leave the area.

Health Services

Health Services are available to all high school students for in-school injuries and illness and school related accidents (i.e. gym classes, sports). Primary responsibility for the overall health of the student lies with the parent(s)/guardian(s). The school is not legally authorized to diagnose conditions or prescribe medication. This is the function of the family physician or other licensed individuals or programs.

Students are not allowed to carry medicine in school. If a student must take medicine during school hours, the student is responsible for bringing a written note from a physician and a signed permission form from a parent(s)/guardian(s), which must be delivered to the health office. The medication must be in a prescription bottle, which details the prescribed dose and number of times a day the medication is to be administered.

Emergency information sheets must be returned to the health office completely filled out and signed by a parent(s)/guardian(s) at the beginning of each school year. These are necessary in the event that a parent(s)/guardian(s) must be reached during the day. Please notify the school of any changes in emergency telephone numbers or email addresses during the year.

Insurance

Student accident insurance is available to students at the beginning of the school year. The homeroom teacher will provide a registration form to the students with the cost of the insurance program. Students should take advantage of this program, particularly if they are involved in co-curricular activities.

All athletes, including cheerleaders, participating in interscholastic sports will be covered by the School District's insurance. All school accident forms will be submitted to the Main Office. The student will be instructed about the claim procedure, and an insurance form requiring a parental/guardian signature will be given to the student. Any follow-up bills must be submitted directly to the insurance company.

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Lost and Found

Clothing, books, and other articles found should be turned into the main office. A lost and found storage bin will be placed in the main office and students should check there.

Military Recruiters

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless a secondary student or the parent(s)/guardian(s) of the student requests that such information not be released without prior written parental/guardian consent. The district shall notify parent(s)/guardian(s) of the option to make such a request and shall comply with any requests received.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Withdrawal from School

Students in the State of NH must be educated until the age of 18 per RSA 193:1

Parent(s)/guardian(s) wishing to withdraw their student must notify the guidance office. A completed withdrawal form and the return of all students' books must take place prior to the release of student records. Parent(s)/guardian(s) must sign the withdrawal form in person. All school books/materials must be returned or the student will be billed for payment.

Attendance Policy and Procedures

AttendanceERCSD Policy JH

Attendance to class/school is essential to the learning process. It is also an important life skill for students to learn. We urge students and parents to strive for excellent attendance since it is our belief that this is a critical way to ensure scholastic success.

Exeter High School will recognize three (3) types of absences:

Excused absence – an absence that has a specific purpose for a specific time i.e. brief illness, medical/dental appointments, or college visits for seniors.

Unexcused absence – an absence that occurs for any reason other than an excused absence.

Exempted absences - all those listed below in paragraph 3.

1. All students who exceed ten (10) absences per semester will meet with their assistant principal and be informed of the Administrative Failure (AF). Students who receive an AF will be assigned a numerical grade of fifty (50) or their academic average earned in class, whichever is lower. This administrative failure will apply to the quarter it was earned. Any student who exceeds the limit of absences will be encouraged to remain in the course to earn a passing grade. No additional absences will be allowed in the course that semester. Should additional absences occur, an administrator would assign a weekend detention for each absence beyond the maximum of ten (10). If the student has parking privileges, their pass will be revoked for the remainder of the semester. A student can only be withdrawn from the course and assigned to a study hall if they have more than five (5) classes. Students may appeal the Administrative Failure to the Attendance Appeal Board. In the case of graduating seniors, the appeal documentation may be submitted directly to the principal. All documentation (doctor's notes, etc.) must be provided at this time. **Note: Any student who cuts a class or is truant, will lose his or her right to appeal the AF.**
2. Missing more than 25 minutes of a class (tardy or dismissals) will count as an absence.
3. The following absences **will not** count towards the Attendance Policy limits.

Reason

Long term/chronic illnesses (more than 3 days)

Required Documentation

Doctor's note

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Hospitalization
Court appearances
Religious holidays
School testing
Bereavement
All school sponsored activities
Out-of-school suspensions
College visits (5 days per year)**
Military appointments

Doctor's note
Court documentation
Parent/guardian note
Testing official verification
Parent/guardian note
Coach/teacher will provide roster
Assistant principal verification
Admissions documentation
Military verification/note

All documentation must be presented within two (2) days of returning to school after the absence.

**Seniors only.

4. Please note that extended family vacations outside of school vacation time **will count** towards the ten-day limit.
5. Planned absence forms may be obtained from commons office. This form should be completed with signatures from all the student's teachers and parent/guardian and then submitted to the assistant principal who will make the final determination as to whether or not the absence(s) will be excused.
6. Notification will be sent home when a student has accumulated five (5) and ten (10) absences.
7. Students should not be in school prior to 7:00 AM. Only seniors with privileges may leave school grounds once they have arrived at school. All underclassmen must be properly dismissed in order to leave school. All students must be in their first period class by 7:30 AM. Students arriving after this time will be considered tardy and must sign in at their commons office to obtain a blue admit slip.

Tardy To School

Consequences for tardiness to school are as follows: students may receive an administrative detention for each tardy beyond the third (3) tardy each quarter. Any student who accumulates seven (7) tardies may be assigned a Friday or Saturday detention for every day they are tardy for the remainder of the quarter. In addition, they may lose their parking privileges for the rest of the semester.

Tardy To Class

Students are expected to be in class when the bell rings. Students who arrive in class after the bell for any period, except period one, are considered tardy to class. Consequences for tardiness to class are as follows:

- First tardy to class, warning from teacher.
 - Second tardy to class, teacher detention.
 - Third and subsequent tardies to class, referral to assistant principal.
1. Dismissals will only be approved by a note signed by a parent or guardian. The note must be submitted to the commons office prior to the dismissal no later than 8:15 AM. No retroactive dismissals will be approved. Phone/email dismissals will only be permitted in an emergency situation with the approval of the administration. (A parent who wants to dismiss a student personally may do so at the main office.) The student will not be called from class until a parent or guardian signs the student out. Students who are ill must be dismissed through the nurses' office. Students will not be allowed to go home during the day to obtain forgotten materials.
 2. Students who cut classes or are truant from school will lose their rights to appeal all absences from that class.
 3. A zero (0) may be assigned for all work missed due to a cut or truancy absence. It is the student's responsibility to contact the teacher on the day he or she returns. The timeframe for making up missed work is set by individual teacher(s).

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4. Students enrolled in Running Start courses need to check the attendance policy with the college offering the credit.

Attendance Appeal Procedure

A student who has received an Administrative Failure (AF) will have the right to appeal to administration.

Note: Any student who cuts a class or is truant will lose his or her right to appeal the AF.

1. The student will complete the necessary paperwork for each class for which he or she is appealing his or her absences
2. The student will then submit this paperwork to their commons office
3. A student must have all documentation and records pertaining to absences complete before appealing to their administration
4. A student can only file an appeal for a class in which he or she is currently earning a passing grade
5. Any absence due to truancy will result in a student losing the right to appeal and an Administrative Failure (AF) grade will be issued

ABSENCE APPEAL FORM

Name of student _____ Date _____

Class appealing _____

Current grade in class _____

Teacher verification of absences (initials) _____

Date(s) of absence	Reason(s)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Administration Decision _____

Date _____ Approved/Denied

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Comments _____

Reporting an Absence (Parent(s)/guardian(s) phone call or note is required)

In the event that a student is going to be absent from or late to school due to illness or other reasonable circumstances, **the student’s parent(s)/guardian(s) is to phone the student’s commons office before 7:30 AM to inform the school of that expected absence or late arrival to school.**

Grades 10-12

Last Name beginning with **A – F**: Blue Commons **395-2519: Karen Pelletier, Assistant Principal**
Last Name beginning with **G – M**: Purple Commons **775-8589: Michael Monahan, Assistant Principal**
Last Name beginning with **N – Z**: Red Commons **775-8409: John LeSage, Assistant Principal**

Grade 9 & “Best Program”

Green Commons **395-2440: Marcy Dovholuk, Assistant Principal**

The school administration has the right to determine whether or not that absence or late arrival is excusable or exempt.

If a parent/guardian call was not made at the time of the absence, the parent or guardian must provide a written verification to the student’s commons office within five (5) school days of the student’s return. The note should include the following information:

- Student’s full name and grade
- Date of return
- Date(s) of absence(s)
- Reason for absence(s)
- The signature of the parent or guardian

No student, regardless of his/her age, is permitted to write or sign tardy, dismissal or absence notes. Forging a note is a serious violation of the discipline code as is a false report over the phone.

Absences of five (5) or more days, due to illness, require a note from a physician when the student returns to school.

If the absence or late arrival falls into the “exempt” category, it is the responsibility of the student and parent/guardian to provide proper written verification to the commons office (see acceptable reasons for “exempt” absences listed above). In questionable instances, the appropriate assistant principal will make a ruling as to whether the absence is excused, unexcused or exempt.

Dismissals

Students may be dismissed for legitimate reasons only with a written verification from a parent or guardian. Exeter High School reserves the right to verify any dismissal note and to approve or restrict the reasons for which students may be dismissed from school. Students may not write their own dismissal notes. **Dismissals count toward the minimum attendance policy restrictions unless they fall in the exempt category.**

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Students, who are dismissed from school, will report to their commons area for confirmation and checking out. Adults who are picking up their child/student will check in the main office and wait for their student to arrive. The exception to this rule is if a student is ill and is being dismissed from the nurses office, then the adult may check into the main office and meet their student in the nurses office.

1. The student must present a dismissal note written by a parent or guardian before 8:15 AM indicating his/her full name, the date, the reason for the dismissal and the time of their dismissal. The commons office will then issue a dismissal slip authorizing the dismissal time and date.
2. Dismissal notes will be processed until 8:15 AM unless a student arrives late due to a late bus arrival or with a note from a parent or guardian.
3. A student who has been dismissed may not return to the building until the end of the school day, unless specified in the dismissal note, e.g., dismissal for a dentist appointment but returning to school, or permitted by an administrator. Failure to comply with this rule may result in disciplinary action.
4. In cases of emergencies or unusual circumstances, the school nurse will notify an administrator and parent or guardian that a student is to be sent home or to a medical facility. A note must be sent in by the parent/guardian the following day.
5. If a student does not follow the proper procedures, he/she will be considered to have an unexcused absence and appropriate disciplinary action will be taken.
6. Telephone and fax dismissals are not allowed except in emergency situations. Approval from an administrator is required.

Tardiness

Students who are late to school or to class are considered tardy. Any student who is tardy after 7:40 AM must sign in at their common's office. Students who are tardy to class are subject to the discipline code, including teacher detentions. Students who are excessively tardy to class will be subject to the academic and disciplinary consequences built into the minimum attendance procedure.

Make-up Work

It is the responsibility of the student to meet with the teacher(s) within three (3) school days following the absence to establish a timetable for completing the make-up work.

Vacation Request

On occasion, parent(s)/guardian(s) request permission for students to be absent from school for a family vacation. Permission may be given in such cases, based on the parent or guardian submitting a written statement to the assistant principal that oversees the student's commons area beforehand explaining the educational value and benefits of the trip. If the absence is approved, the student will be allowed to make up quizzes and tests missed during the period he/she was absent. If approved, these absences will be **verified but not excused**. It will be the responsibility of the student to see his/her teachers for these assignments upon return to school. These days will count toward the limit of ten absences per semester.

Perfect Attendance

Students who attend school daily and are not tardy or dismissed on any day will be eligible for recognition for perfect attendance. Acknowledgment from the principal will be by marking quarter through a letter and for all year with a certificate.

Truancy

Any student who is truant from school may be assigned two (2) weekend detentions for each day of truancy. Each day of truancy is an unexcused absence and make-up work for credit is denied.

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Re-entry From Extended Unplanned Absence

In the event of an extended unplanned absence (hospitalization, incarceration, etc.), it is the responsibility of the parent(s)/guardian(s) to schedule an appointment, prior to re-entry, with the student's assistant principal and school counselor to develop a plan to best support the student as he/she transitions back to school. The plan should address the student's social/emotional, as well as academic needs.

Academic Procedures

Graduation RequirementsERCSD Policy IKF

All students must earn the following credits in order to become a member of the class listed:

Class Credits Required:

Sophomore: 17

Junior: 36

Senior: 57

Graduation: 80

English – 16 credits

Math - 12 credits (to include Algebra) *

Social Studies - 12 credits (World History, U.S. & NH History, US & NH Gov't. & Economics)

Physical Education - 4 credits

Health - 2 credits

Science - 8 credits (Physical Science and Biological Science)

Arts Education - 2 credits

*Per NH Minimum Standards, beginning with class of 2019, students must have exposure to mathematical concepts and competencies in all years they attend high school. For more information, see Course Selection Guide for list of courses that meet this requirement.

A student must be enrolled as a full time student for the entire school year in order to receive a diploma from Exeter High School. **Students who have not completed the school's academic requirements for graduation may not participate in graduation exercises.**

Grading

Calculations of Grade Point Average

Grade	Percentage Range	Academic	College Prep	Honors/AP
A	98 – 100	4.33	5.33	6.33
A	93 – 97	4.0	5.0	6.0
A-	90 – 92	3.67	4.67	5.67
B+	87 – 89	3.33	4.33	5.33
B	83 – 86	3.0	4.0	5.0
B-	80 – 82	2.67	3.67	4.67
C+	77 – 79	2.33	3.33	4.33
C	73 – 76	2.0	3.0	4.0
C-	70 – 72	1.67	2.67	3.67
D+	67 – 69	1.33	2.33	3.33
D	63 – 66	1.0	2.0	3.0
D-	60 – 62	0.67	1.67	2.67
F	0 – 59			

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Grade Point Average

Un-weighted Cumulative GPA/Rank:

Calculated on a 4.33 scale, using all credits attempted

Weighted Cumulative GPA/Rank:

Calculated on a 6.33 scale, using all credits attempted and assigning weight to instructional levels for courses in English, math, science, social studies and world language. The weighted GPA/Rank is used for college admissions and determination of the top ten senior class. The class rank is calculated to determine final standing at the end of the third quarter.

The yearly cumulative grade point average is calculated from the final grades received in each class, which includes grades received for the four quarters, mid-term, and final examinations. The cumulative grade point average is used to determine a student's rank-in-class.

Honor roll

The Honor Roll gives recognition to those students who have obtained a high standard of achievement and have exhibited satisfactory effort and citizenship.

- **High Honors**, an average of 3.60 to 4.33 on the basis of all major subjects is required.
- **Honors**, an average of 3.0 to 3.59 on the basis of all major subjects is required.

Any student receiving an Incomplete, or failing grade in any subject does not qualify for the Honor Roll.

Placement of Transfer Students

Students who transfer from any other accredited public or private school in the United States are placed in comparable classes, records and all credit earned from the previous school are accepted. Guidance counselors will place a student who transfers from a school outside SAU #16 with inadequate or incomplete records based upon the information available, including any or all the following:

1. Student age
2. A review of all existing school records or credit transcripts
3. A review of the previous educational program including, but not limited to, time spent in program and curriculum requirements of the program, and IEP when applicable
4. A test on grade level or individual subject area objectives, to be determined by the principal
5. An interview of the student and/or parent(s)/guardian(s) by the principal or designee
6. Classroom performance during a probationary period to be established by the principal

The student's parent or legal guardian may appeal the principal's placement decision in writing to the superintendent of schools or designee within thirty (30) days of the principal's decision. The superintendent shall affirm or reverse the principal's decision in writing.

High School Credit by Means of Alternative Instruction

Pursuant to Educational Standards 306.27 (j), The ERCSD School Board approves the awarding of high school credit to all students for courses selected from the school's program of studies or comparable courses approved for regular credit by the high school principal or his/her designee. The awarding of credit shall be governed by the following:

1. Credit may be awarded for a course included in the current Course Selection Guide as published or amended by the ERCSD School Board; and/or a course that has national, regional, or state approval or certification; and/or a course approved by the SAU # 16 curriculum supervisor and the principal.
2. The alternative instruction must provide accomplishment of the course outcomes and objectives as included in the regular school curriculum.
3. The student must pass a final examination or submit other appropriate evidence of satisfactory completion of the course objectives as determined by the principal.
4. The student's application to earn credit by alternative means is received and approved by the principal

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prior to the quarter, semester, or year unless late application is approved by the principal for extenuating circumstances.

5. The student has demonstrated mastery of the required course core competencies, meeting both state and local standards.

Approval, supervision, and monitoring of the alternative instructional process will be the responsibility of the principal or designee.

Online Coursework

Fulltime Exeter High School students who wish to transfer online coursework credit must complete an application and receive prior approval from the principal or his/her designee. Approved online courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Credit for the online course will not be granted until the EHS registrar has received an official record of the final grade. It is the student's responsibility to request the grade sent to the EHS Registrar. The student's official school transcript will document that the course was taken online. The grade earned will be included in the student's Grade Point Average (GPA). Interested students are advised to speak to their school counselor about the process.

eStart

eStart is a partnership between the Community College System of New Hampshire (CCSNH) and the Virtual Learning Academy Charter School (VLACS). High school students can take CCSNH college courses fully online and earn credit for college and high school. The cost of tuition is payable to the CCSNH college offering the course, provided that the course is taken concurrently for high school credit.

The cost of tuition does not include the cost of books. Scholarships may be available for eligible students. Interested students are advised to speak to their school counselor about the process.

Extended Learning Opportunities (ELO):

Students may experience learning and the acquisition of skills through instruction or study outside the traditional classroom. Such opportunities may provide credit or supplement regular academic courses. Where credit is not granted, such experiences may be used to fulfill prerequisite requirements for advanced courses. The granting of credit shall be based on a student's demonstration of course competencies as approved by certified school personnel. Interested students are advised to speak to the curriculum administrator.

Dual Enrollment

Exeter High School, in affiliation with Southern New Hampshire University (SNHU) and Great Bay Community College (GBCC), offers courses for which qualified students have the opportunity to earn college credit along with high school credit. Students who choose to participate in dual enrollment make the commitment to be enrolled as non-matriculating college students. Students earn credits and a grade from Exeter High School as well as credits and a grade from the university/college. A tuition fee is charged by the affiliated university/college. Representatives from SNHU and GBCC meet with students at the beginning of the school year to provide more information and applications. Dual enrollment courses are presently available in English, Math, Science, Social Studies, Business and courses at the Seacoast School of Technology (SST). The particular courses are identified as dual enrollment in the course description.

Early College

Like Running Start, Early College is a dual enrollment program offered to high school students by Great Bay Community College (GBCC). Both Early College and Running Start provide students the opportunity to earn high school and college credit. High school instructors on the high school campus

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teach Running Start. College professors on the college campus teach Early College courses. Interested students are advised to consult with their counselors about course options and the enrollment process.

Special Notes on Course Selection

Course Load: Students are recommended to carry a minimum of five courses which meet four times weekly each semester. In addition, freshmen and sophomores should carry a Physical Education class.

Scheduling

Scheduling of classes for each school year begins early in the second semester of the preceding school year. Prior to the actual sign-up process, students will be given adequate time to consult with their parent(s)/guardian(s), current teachers, and school counselor using the Course Selection Guide.

Course offerings are based on student selections. The master schedule is formed from these selections. A student must complete their online registration.

The Course Selection Guide can be found on the Exeter High School website. Schedules will be available through the student/parent portal in August.

Students and parent(s)/guardian(s) are strongly encouraged to carefully review their online selection prior to the submission. Courses selected during this registration process are considered to be final choices. There will be no changes to student schedules after the opening of school except under the following conditions:

- The student failed a prerequisite
- The student is inappropriately placed in a course
- The student faces an irresolvable schedule conflict due to the development of the master schedule
- The student requests a course that is cancelled due to insufficient enrollment
- There is a space available

Transfer of Credits

Every attempt will be made to evaluate incoming credits fairly with the system used at the high school. If a question arises regarding a course taken at another school, a call will be made to the previous school to resolve the question. Where doubts arise, decisions will be made in favor of the student.

Withdrawal from Courses

Scheduling of classes for each school year begins early in the second semester of the preceding year. Each student, therefore, has at least six months prior to the opening of the school year in which to consider the courses he/she will be taking. In view of this lengthy period of time, there will be no student or parent(s)/guardian(s) initiated changes to a student's schedule after the opening of school except under the following conditions:

- The student has been misplaced in a course
- The student has failed a prerequisite for a course now scheduled
- The student has a study period and wishes to add a class
- There is a major change in the student's post graduation plan
- A conflict in the Master Schedule exists

A student seeking to drop a course should discuss this with his/her parent(s)/guardian(s), the teacher, and a school counselor. It is important to remember that students must carry a minimum of four units of work per semester to be considered a full-time EHS student.

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- If a student is eligible to withdraw from a course, he/she is to meet with a counselor to explore the pros and cons of such a move.
- In questionable circumstances where a student remains committed to dropping a course, the school counselor will arrange a meeting of the following people: student, parent(s)/guardian(s), school counselor, teacher, and an administrator. After a thorough discussion of the matter, the decision to allow a student to drop the course will be made by Administration. **Note:** Step 2 can be eliminated from course level changes if student, teacher, school counselor, parent(s)/guardian(s) and department chairperson/teacher leader all agree.
- If a student withdraws from a full-year course after thirty (30) school days, or after fifteen (15) school days for a semester course and they are failing this course, he/she may receive a withdrawal failure (WF) for the final grade with no credit awarded.
- If a student withdraws from a full-year course after thirty (30) school days, or after fifteen (15) school days for a semester course and they are passing this course, he/she may receive a withdrawal passing (WP) for the final grade with no credit awarded

For an official change to occur in a student's schedule of courses, the add/drop form with all signatures must be completed along with confirmation from the student's school counselor.

Incomplete Grades

Students receiving an "incomplete" grade for the marking period shall have a maximum of fifteen (15) school days (after the completion of the marking period) to make up the work. After the expiration of fifteen (15) days, any incomplete work not made up will be converted to a zero (0) and calculated into the rest of the quarter grades.

Incompletes are only issued to students with approved long-term absences and are subject to administrative approval. **Incompletes are considered failures when determining athletic eligibility.**

Alternative Credit Program

Exeter High School Alternative Credit Programs offer high school students options to help them earn credit in courses they did not or will not pass the first time around. The process allows for year-round recovery and begins with the student and teacher. Parent(s)/guardian(s), special education case managers and guidance counselors are included in the development of the student's recovery plan. The student and teacher complete the Alternative Credit Application found on the school's website and submit the completed form to the Guidance Office. In the event the student opts to take an online course, the student also completes the Online Coursework Contract.

EHS Assessment Retake Practices - Updated January 2016

The reason that relearning and reassessment practices are in place at EHS is to improve student proficiency of specified skills and content demonstration/competency. Improved grades should be a result, but not a primary reason to retake.

Students at EHS will have the ability to retake a summative assessment or a specific section of a summative assessment if they have not demonstrated sound proficiency (80% or above) on the original attempt. Students who minimally or fail to demonstrate proficiency (79% or below) will be encouraged to relearn material and reassess to achieve a maximum grade of 80%. * This includes tests, some quizzes, papers, essays, projects, labs, performance tasks, etc. *Departments may predetermine and clearly communicate some culminating assessments (such as a semester exam or final project) that students may not retake to best gauge the student's ability to synthesize and demonstrate course competencies through timeliness and preparation.*

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1. Students, who do not make a valid attempt to complete the work on the original assessment on time, or to the best of their ability, may forfeit their opportunity to retake at the teacher discretion. A NOTE TO STUDENTS: Consistent, successful completion of formative work increases likelihood of proficiency on summative assessments.
2. Retake assessments should be scheduled within two weeks of the return of the graded original assessment. Teachers can use their discretion if the timeline is not reasonable given individual circumstances. A student may retake an assessment multiple times to demonstrate proficiency.
3. The retake assessment can, but may not necessarily, be identical to the original assessment. The teacher can choose to assess the same concepts that were missed in the first attempt with a different format, different questions, or on a later assessment.
4. Prior to the retake, THE STUDENT needs to fulfill the following requirements (as applicable):
 - Meet with the teacher to discuss the competencies/skills that need more work, attention, or correction
 - Make a plan for *relearning*...this may include:
 - Satisfactorily completing related missing formative assignments
 - Making corrections to past formative/summative assessments
 - Utilizing content resources, technology tools, peer tutors, and extra help
 - Meet with the teacher again to review work completed and demonstrate evidence of learning...this may take multiple meetings or online correspondence
 - Schedule a time that is mutually workable for both teacher and student to retake the assessment in a study hall/content lab, before/after school, during independent time, or “virtually.”
 - The teacher may deny a retake on an assessment if the student does not meet necessary requirements
5. After the retake the highest grade will be recorded in PowerSchool (up to an 80%). Grades are a report of student “progress over time,” not an average of different attempts. The need for retakes may be noted in teacher comments or via *Work Study Practices*.

Advisory

The purpose of the EHS Advisory Program is for all students to have an adult aside from their classroom teacher or student service counselor to make a consistent connection with throughout high school. This program came as a result of a recommendation from the New England Association of Schools and Colleges (NEASC) during their 2010 accreditation visit to Exeter High School. One of the tangible benefits to Advisory to take a large building like EHS and develop smaller learning and social communities. School-wide and grade-level issues and initiatives are addressed during Advisory, as well as timely academic progress checks. For instance, while Seniors may be discussing college financial aid in Advisory, freshman may be addressing note-taking or other study skills. The end result is more connected students with better college and career preparedness.

The goal of the EHS Advisory program is to:

- Advise students about academic decisions and monitor academic achievement
- Foster communication among members of the school community
- Encourage supportive peer relationships and positive adult connections
- Promote community service both within and outside the school
- Facilitate school governance and conversations
- Prepare students for life transitions including career development and post-secondary opportunities
- Have fun

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All students are expected to attend Advisory all years at EHS.

Student Athletes: NCAA Courses

Student athletes talented enough to play at the college level should become familiar with the NCAA requirements. Failing to meet the requirements could deny a star athlete eligibility to play college sports and receive a scholarship. Student athletes must register with the NCAA Eligibility Center (www.eligibilitycenter.org) to be eligible to play Division I or II sports in college. Early in their high school career, interested students are encouraged to discuss NCAA requirements with their guidance counselor. Exeter High School courses in the major content areas (English, Mathematics, Science and Social Studies) that are NCAA approved have been noted in the Course Selection Guide of this booklet.

Homework (Independent Learning Assignments) ERCSD Policy IKB

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned in a timely manner.

The purpose of homework is to aid in the student's educational development. Therefore, it should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes. A teacher shall carefully explain to his/her students how homework assignments relate to the grading system.

Independent learning is a worthwhile use of time outside of the regular classroom to practice, reinforce, maintain, complete, make up, or enrich classroom activities. It is also meant to help develop independent study habits and an appreciation for the value of learning.

It is the policy of the school district that independent learning is required for all students. Independent learning standards and procedures will be established and administered within each school building, recognizing differences in maturity, needs, interests, and abilities at each learning level.

The School Board recognizes that an effective independent learning program requires a four-way responsibility, involving the pupil, the teacher, the parent(s)/guardian(s), and the administration.

Student Responsibilities re: homework

- Spend the time required in the guideline for each learning level.
- Keep an up-to-date assignment notebook for independent learning and other assignments.
- Clarify with the teacher any instructions not understood.
- Turn in independent learning on the assigned date.
- Complete written independent learning in proper form: clearly identified (name, date, class), legibly written, and grammatically correct.
- Treat independent learning as a priority. Plan other out of school activities accordingly.
- Arrange a proper study area, either at home or in school, and manage time to accomplish independent learning assignments.
- Establish a regular study schedule that is relatively free from distraction (television, electronic devices, telephone calls, etc).
- Obtain and make up missed assignments when absent from school.
- Accept the consequences of late projects. Long-term projects/papers will be accepted late, but may be on the basis of a reduction of 10 points for each day late, down to 50 points deduction from the grade of the paper.

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Parent(s)/Guardian(s) Responsibilities re: homework

- Assist student to develop good study habits by providing a comfortable, well-lighted area away from television and other distractions.
- Encourage students to set a regular time for studying.
- Stress that independent learning is a priority. Monitor television watching, computer use, cell phone use and other distractions and evaluate outside activities to be sure that the student has sufficient study time.
- Ask that time be used for reading or other activities related to schoolwork when no independent learning assignments have been given.
- Expect the student to know what his/her assignments are (check the Agenda book) and to have the appropriate materials to complete the task.
- Expect the student to spend the appropriate amount of time to accomplish the assignment.
- Obtain missed assignments when student is out for a prolonged period of time.
- Confer with the school about independent learning assignments.

Teacher Responsibilities re: homework

An independent learning assignment is intended to accomplish course goals outside the classroom without immediate teacher supervision. The term “independent learning” does not include assignments that require expert instruction and supervision. Meaningful independent learning can help students to refine skills, promote mastery, prepare for examinations and assist understanding of units of study. Independent study will not be used as a punitive course of action.

- Clearly define work to be completed outside of class including due dates and grade penalties for late submission.
- Assign independent learning on a regular basis.
- When possible, assign independent learning in advance, permitting students to schedule their own time, including weekends and holidays, if they choose.
- Limit the assignment of independent learning over weekend and holiday periods to the equivalent of one night’s assignment.
- Follow the district approved time guidelines for the students’ learning level.
- Inform parent(s)/guardian(s) relative to independent study rules.
- Evaluate all tasks assigned and communicate this to students in a timely fashion. Anything worth assigning is worth evaluating.
- Make sure students understand grade weight assigned to independent learning.
- Avoid assigning independent learning that requires resources not available to students.
- Develop a sense of “fair play.” Be considerate, especially at the secondary level, of assignments made by other teachers.
- Communicate with students and parent(s)/guardian(s) about the student’s progress in completion of independent learning assignments.

Time Guidelines for “Independent Learning Assignments”

The following guidelines are not intended to be rigid and restrictive. They identify appropriate levels of time and effort. Reference to time means average student time to complete the assignment. For example, students of like ability may use different amounts of time to complete assignments of similar quality.

It is, therefore, expected that meaningful independent study assignments will be developed within these guidelines. The word “meaningful” is stressed, as these guidelines are not intended to include the assignment of meaningless busy work when none is needed. For high school students, “independent learning assignments” of 3 hours duration per day and from 8 to 15 hours per week may be assigned with recommended inter-department coordination.

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Library Media Center

The library media center is open Monday – Friday from 7:00 AM – 4:00 PM. All students are welcome to use the library before and after school and during assigned study halls. To use the library during an assigned study hall, students must first check in with their assigned study hall teacher and then arrive in the library with a signed pass from a subject teacher.

Mid-Year and Final Assessments

Midterm and final assessments are required for all EHS students as it is important for our students to have a culminating demonstration of understanding and reflection of learning. This includes, but is not limited to, exams, essays, papers, presentations, narratives, reflections, labs, demonstrations, etc. These types of assessments will be consistent by named courses and approved by departments. The grades earned will be calculated into the quarter two and quarter four grades, which is 25% of the final grade for full-year courses (50% of the grade for semester courses). Students must be present for these assessments as scheduled. The student's assistant principal may grant excused absences for illness. Unexcused absences will result in a zero (0) for that assessment. Dates are established on the school calendar and student will be informed of the specific protocols for assessment weeks. Some seniors may be exempt from final assessments by achieving all "A's" for that class and meeting attendance requirements.

Academic Honesty and Integrity

Academic honesty and integrity means that all academic work is the legitimate, truthful work of the student. Cheating and plagiarism are choices that destroy academic excellence. It is the student's personal responsibility to submit tests, essays, projects and homework that are free of fraud and deception. Honest, ethical behavior is an essential component of the learning process. Instances of dishonest academic behavior are subject to disciplinary action.

Instances of academically dishonest behaviors include, but are not limited to:

- Submitting a paper or project that is not the student's work
- Communicating with another student during an exam or quiz when such communication is reasonably suspicious
- Copying during an exam or quiz
- Allowing another student to copy from one's exam or quiz
- Using unauthorized notes or devices
- Copying another student's assignment
- Allowing another student to copy one's assignment
- Any intentional falsification or invention of data citation or other authority in an academic exercise
- Unauthorized collaboration
- Copying from a print or online source without providing proper citation
- Paraphrasing from a print or online source without providing proper citation
- Failing to cite with quotation marks the words, written or spoken, of another
- Presenting another person's creative work or ideas as one's own in essays, poems, music, art, computer programs, visuals, or other projects

To help students avoid plagiarism in the writing process teachers will provide:

- An assignment sheet with explicit requirements and directions
- A specific rubric for assessment of the process and product
- Checkpoints to facilitate the research process to assist students in time management and to provide opportunities to help students during the process
- Availability for students who are having difficulty with note taking, documenting, or formatting procedures

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- Clear guidelines for acceptable help from human sources, i.e. peers, faculty, and parent(s)/guardian(s)

Note: Teachers will make use of bibliographic and anti-plagiarism software available at the time to check for plagiarism.

The student is responsible for:

- Meeting checkpoint deadlines
- Asking questions and seeking help from faculty
- Following MLA or APA format per teacher direction
- Submitting an acknowledgment page to credit help given by others (help that has been approved by the teacher giving the assignment)
- Using in-text or in-project documentation accurately and appropriately
- Using work cited and works consulted pages accurately and appropriately
- Submitting only his/her own work

Accidental or unintentional plagiarism

Partial or full credit options:

- Allow the student to add appropriate missing documentation (e.g. in-text citation, works cited page, proper attribution)
- Re-do the assignment from an earlier, satisfactorily met checkpoint (outline or notes)

Intentional dishonesty or plagiarism

First offense:

- The student will receive a zero (0) for the assignment
- The parent(s)/guardian(s) and administrator are notified

Second offense:

- The student will receive a zero (0) for the assignment
- The parent(s)/guardian(s) and administrator are notified
- There may be other school consequences as a result

In addition the following consequences may occur for more serious or multiple offenses:

- No academic scholarships money granted by Exeter High School Local Scholarship Fund
- If you are a member of the Honor Societies, they will be notified

Student Records and Privacy Rights

The Family Educational Rights and Privacy Act (**FERPA**) affords parent(s)/guardian(s) and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. They are:

The right to inspect and review the student’s educational records within 5 days of the day the District receives a request for access.

Parent(s)/guardian(s) or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent(s)/guardian(s) or eligible student of the time and place where the records may be inspected.

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The right to request an amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate or misleading.

Parent(s)/guardian(s) or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the district will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. (See Directory Information)

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

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

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

The address to file a complaint is:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Directory Information

Directory information or class lists of student names and/or addresses shall not be distributed without the consent of the parent(s)/guardian(s) of the student, or by the student who has attained majority status.

School Procedures - Buses

Bus Conduct ERCSD Policy EEA/EEAE

Transportation shall be provided for pupils to schools in the district consistent with provisions of RSA 189:6, 189:9 provided they live one mile or more from the school. The following policies shall apply:

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General Operating Policy

- Bus routes and stops shall be established by the superintendent; subject to review by the school board. Routes will be developed annually and posted. Drivers may only load or unload pupils at authorized bus stops.
- Private school transportation will be integrated when required by law.

Student Conduct on School Buses

The bus driver shall be responsible for maintaining orderly behavior of students on school buses and will report misconduct to the principal in writing. Video cameras may be used on buses to support the bus driver's reports of unacceptable conduct. The principal will have the authority delegated by the superintendent to suspend the riding privileges of students who are disciplinary problems on the bus. Parent(s)/guardian(s) of children whose pattern of behavior and conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. Suspensions in excess of twenty (20) consecutive days must be ratified by the Board (RSA 189:9a).

Student Bus Safety

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least two times a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically to see that they meet safety regulations.

The school district or independent contractor will comply with all state laws and regulations pertaining to the operation of school busses and will make these requirements known to bus drivers. It will also cooperate with local safety officials in formulating and accomplishing its school bus safety program.

Video and audio recording on school buses ERCSD Policy EEAJ

The school board authorizes the use of video/audio recording equipment (i.e. cameras) by the district on school buses to assist in providing a safe and secure environment for all passengers. This authority shall extend additionally to all vehicles owned or contracted for the transportation of the school district's students. The School Board authorizes the superintendent to establish and maintain guidelines and procedures for the retention and viewing of the recordings.

School Procedures – Technology

Responsible Computer, Network and Internet Use ERCSD Policy EGA

Overview

The Exeter Region Cooperative School District provides its students and staff access to a multitude of technology resources. The district believes that these resources provide incredible opportunities to enhance learning and improve communication within our community and with the global community beyond our campus. The advantages of having access to these resources are far greater than any potential downside. However, with the privilege of access comes great responsibility for students, teachers, staff and families. The district expects all community members to exercise appropriate personal responsibility in their use of these resources. Our policies are intended to promote the most effective, safe, productive,

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and instructionally sound uses of networked information & communication tools. The District makes every effort to protect its students from exposure to Internet materials that are harmful or explicit. The District maintains a system of Internet content filtering devices and software controls that meet federal standards established in the Children's Internet Protection Act (CIPA), the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Being a Digital Citizen

In the Exeter Region Cooperative School District we use information and technology in safe, legal, and responsible ways. We embrace the following conditions or facets of being a digital citizen.

1. Respect One's self. Users will select online names that are appropriate and will consider the information and images that are posted online.
2. Respect Others. Users will refrain from using technologies to cyber bully, bully, tease or harass other people.
3. Protect One's self and others. Users will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.
4. Respect Intellectual Property. Users will suitably cite any and all use of websites, books, media, etc.
5. Protect Intellectual Property. Users will request to use the software and media others produce.

Expectations

Responsible use of the district's technology resources is ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. School owned digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space. Administrators, or their designees, may review files and communications (including electronic mail) to insure that users are using the system responsibly. Users should not expect that files stored on servers or disks will be private. Users also should understand that school servers regularly record Internet activity in log files that are available to the public under RSA 91-A: Access to Public Records and Meetings.

Some activities are expressly prohibited by law. Users are expected to abide by the generally accepted rules of network etiquette, practice safe and appropriate behavior while online, on social networking web sites, in chat rooms and to be aware of cyber bullying behavior and response. The following guidelines are intended to clarify expectations for conduct, but they should not be construed as all-inclusive.

1. Use of electronic devices should be consistent with the district's educational objectives, mission and curriculum.
2. Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to: copyrighted material, licensed material and threatening or obscene material.
3. Intentional or unintentional use of computing resources to access or process, proxy sites, pornographic material, explicit text or files, or files dangerous to the integrity of the network is strictly prohibited.
4. Software and/or services may not be installed or downloaded on school devices without prior approval of the superintendent or designee.
5. Use of computing resources for commercial activities, product advertisement or religious or political lobbying is prohibited.
6. Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
7. Files stored on district-managed networks are the property of the School District and, as such, may be inspected at any time and should not be considered private.
8. Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff shall monitor these materials to ensure compliance with content standards.

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9. Access to or transmission of inappropriate material via the Internet, electronic mail, or other forms of direct electronic communication is prohibited.
10. Unauthorized access and other unlawful online activity are prohibited.
11. Unauthorized online disclosure, use, or dissemination of personal identification information of minors is prohibited.

Policy Violations

The school reserves the right to refuse access to the Internet to anyone. Violating any portion of this policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school, and/or legal action. The district may cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

Student Use of Technology, Our Network and the Internet

We are very pleased to be able to offer a rich technology environment for the students of the Exeter Region Cooperative School District. Access to school computer systems and the Internet are provided for school district purposes and for students and staff to conduct research and communicate with others. The purpose of this policy is to ensure the equitable and optimal use of all technology-related equipment at the school and to encourage the use of technology as a valuable learning tool. It is the policy of the Exeter Region Cooperative School District to maintain an environment that promotes ethical and responsible technology use. For students, parent(s)/guardian(s) permission is required prior to Internet use. Internet access is a privilege, not a right. This access will allow our students and staff to use on-line resources and to communicate and collaborate with people around the world. The Exeter Region Cooperative School District has taken measures to prevent access to inappropriate information; however, we cannot control all of the available information. The school is not responsible for other people's actions or the quality of information available.

User Rights and Responsibilities

All students are subject to all [relevant policies](#) as approved and provided by the Exeter Region Cooperative School District Board. In addition, parent(s)/guardian(s) of children under the age of eighteen (18) (and those of children over eighteen (18) who reside with them) will indicate on the permission form if they wish to deny their child access to the Internet from school computers. Violation of any matter covered by pertinent board policies or this handbook will be subject to discipline as determined by the school administration. When applicable, law enforcement agencies may also be involved.

Passwords and Accounts:

By accepting use of a computer account at Exeter High School all users also accept responsibility for any activities that take place in conjunction with that account being active. Students who allow the use of their password and account by another accept responsibility for any actions undertaken by these others and can expect disciplinary action from the administration. Those who use passwords belonging to others can also expect disciplinary action from the administration. In addition, students who fail to log out of the system when they leave a workstation leave themselves open to disciplinary action if someone else then uses the workstation in an inappropriate way. The best policy is to log out of the system when you leave a workstation, guard your password well, and change your password often.

Student Use of Electronic Communications

In line with board policy, students while in school should restrict their use of web based email accounts and other types of electronic communication for the completion of school related tasks. Students found to be misusing these resources should expect disciplinary action at the discretion of the school administration.

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Student Downloads and Network Usage

Students are prohibited from downloading to the school network materials from the Internet or from any type of media which are protected by copyright, or which involve the installation of any type of software (games included). Students must limit themselves to saving documents and other files to areas specifically allocated to them for this purpose. These areas include their individual home directories, and other folders to which they may be allowed access in association with a particular course. Students using the computer resources within the high school (including the labs) should restrict their use to valid educational purposes. In accordance with the Exeter Region Cooperative School Board policy related to the use of computer resources students are to “conduct research and communicate with others”, game playing is forbidden except when specifically allowed by a staff member who is acting in a supervisory role. Any student who violates these restrictions can expect disciplinary action as determined by the administration.

Student Use of Personal Electronic Devices (BYOD)

Exeter High School offers wireless Internet access for personally owned devices for use as educational tools through a BYOD wireless only network. This is intended to allow anyone with a wireless device to access the Internet in our schools. This access operates with the same Internet filter that school devices currently use. EHS reserves the right to limit or deny access to sites and communication protocols considered to be malicious or inappropriate in accordance to The Children's Internet Protection Act (CIPA), The Children's Online Privacy protection Act (Coppa), and The Family Educational Rights and Privacy Act (FERPA) and will terminate your access if you use it in violation of SAU16 policies or guidelines. Users must understand that at all times school Internet access resources will be prioritized for use for educational purposes. Access for personal reasons is secondary. No access to printers, file servers or other local network resources will be provided from the BYOD network.

Guidelines for Video Production at EHS:

1. All projects will require the submission of a storyboard (script) to the teacher for approval before the actual filming begins. No approved storyboard, no project, and no credit. In addition, the teacher must also approve changes in the storyboard after production begins as they are made.
2. All projects should adhere to the standards described by a PG rating in professional cinema. (See <http://tms.ecol.net/movies/ratings.htm>) The following caveats will apply to this standard. Any use of nudity is specifically disallowed. Any use of violence or profanity must be determined to be essential to the purpose of the project and approved by the teacher within the context of the storyboard.
3. Any use of material subject to copyright will be within the guidelines of “Fair Use for student projects” (See <http://www.adec.edu/admin/papers/fair10-17.html> for the full text of these guidelines or <http://mciu.org/~spjvweb/guidelines.html> for a good summary). Teachers should review and summarize these guidelines with students as necessary prior to the start of any project.
4. Teachers are strongly advised to pre-screen all projects before they are presented in class.
5. No illegal or unsafe activities will be tolerated as a part of the project or in the production of the project.
6. No content, which is in any way derogatory to individuals or groups of individuals, will be tolerated.

Electronic Equipment

Electronic devices, I-pods, cellular phones, electronic games, are not permitted to be used in classrooms, locker rooms, bathrooms, the library or other academic areas of the school without prior permission of the teacher. Some tolerance for these devices **MAY** be shown in the cafeteria, the courtyard and hallways, before school, after school, and during the student’s lunch and/or privilege time. Any **electronic device(s) that interferes with the classroom or any classroom activities will be confiscated by the teacher and turned over to an administrator.** Failure to turn over an electronic device when asked to do so is considered insubordination. The administration will return the device to the student and notify the

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parent(s)/guardian(s). **The second offense could result in losing the device for the remainder of the school year.** In addition, presence of electronic devices capable of receiving or sending information confiscated during class time could also be construed as cheating (especially during testing time). Laser penlights are prohibited from school and on the bus and will be confiscated. **Any unauthorized videotaping of people or events associated with EHS are prohibited. This may result in an out of school suspension!**

School Procedures – Other

Corridor Behavior

Students are expected to proceed in an orderly fashion during passing time between classes. The time allowed for passing between classes is adequate for students to arrive at their next class. Congregating between classes impedes the flow of traffic, so students are expected to heed teacher directives to move along. Any student in the corridors during class time is to act in a manner respectful of the instruction-taking place in the classrooms. Unsupervised students are not welcomed to congregate in the corridors after school hours.

Dress Code Practices:

The Dress Code ensures that all students will have the right to learn in a respectful environment and represent the high standards of Exeter High School at all times. As a Civic Learning Expectation of EHS, students should “demonstrate appropriate active citizenship” in the greater school community, and “accept responsibility and understand the impact of one’s actions.” This includes presenting oneself in a suitable manner while at school and at any event associated with Exeter High School.

Students have the personal responsibility to observe the basic standards of appropriate school dress and personal hygiene. Inappropriate school attire may include, but is not limited to, the following:

1. Any clothing advertising or related to drugs, alcohol, or tobacco products.
2. Clothing such as strapless tops, halter tops, spaghetti straps (straps less than 1 inch), clothing that exposes undergarments, or does not cover one’s midsection or backside.
3. Clothing or accessories that are obscene, profane, threatening, dangerous, or depicts violence or perceived gang affiliation.
4. Exposed undergarments or clothing meant to be worn as undergarments. This includes men’s sleeveless undershirts.
5. Hats, caps, hoods, or other headgear.
6. Sunglasses, masks, or any material that prohibits view of one’s face in any way.

In addition, shirts and shoes are to be worn at all times.

The principal or a designated representative will make the final decision on appropriate dress. Students will be asked to change or cover their clothing, and/or parent(s)/guardian(s) will be contacted to provide appropriate attire. Initial violations will be managed with a warning. **Continuous violations to the dress code will be considered Insubordination with a response from the EHS Discipline Code (detention, suspension).**

The Administration reserves the right to modify dress code requirements for certain school or co-curricular events as needed. This may include sporting events, spirit days, formal dances, field trips, and other times where dress may be according to the activity.

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Evacuation Drills

Evacuation drills will be held at varying times during the school year and must be fulfilled to the highest degree of seriousness by the faculty, staff, and students. State Law mandates these drills. Speed in emptying the building should be made secondary to maintaining proper order and discipline.

Procedures

1. The fire alarm signal will be used as the signal to start the drill. In the event of a malfunction, the emergency signal will be: an announcement. In some cases, both of the fire alarm options may be utilized.
2. The first person to reach any door should keep the door in an open position until all people have cleared the room.
3. Every student will move to a predetermined point based upon his or her homeroom that does not hinder fire-fighting operation by the fire department.
4. If a drill is called when students are going up and down the stairways, as during the time classes are changing, the students are to proceed immediately toward an exit and then to their designated location.
5. If a drill is called while in lunch, students are to proceed immediately out of the café through the closest exit and report to the designed location.
6. Walk rapidly! Do not run, push, or take several steps at a time on stairways or in corridors.
7. Everyone will be required to leave the buildings during a fire drill.
8. Elevators cannot be used.
9. While there are situations where the source of a fire is quickly identified and may be quickly extinguished in its beginning stages, fire fighting should always be made secondary to life/safety.
10. Absolutely no vehicles will be moved during any building evacuation. Any change of plan will be of emergency nature and will be communicated at that moment of need.
11. All safety and security aides and custodians will be directly responsible to the administration in helping to maintain free flow of exiting students, to keep the driveway clear and accessible to fire fighting vehicles, and to assist in whatever other ways are deemed necessary.
12. Safe Room: There are 3 safe rooms upstairs: Multi Purpose Room, Red Commons Office, and Blue Commons Office. Anyone who cannot make it down the stairs (wheelchair, crutches), should go to the safe room. You will be assisted in these areas.

Fund Raising

Student organizations may solicit funds or materials within the school and/or community; however, the building principal must approve all fund raising activities in advance. Forms are available in the main office.

It is important to note that class time may not be used in any way regarding fund raising. Also, students need to be aware that during lunch periods the sale of food, beverages, candy, etc., is not allowed due to Exeter's participation in the State and Federal Lunch Program.

Graduation Activities

Graduation activities at the high school will include the senior prom, class trip, senior class day, senior breakfast, and graduation. Participation in the senior prom and/or class trips is optional and is considered a privilege. Students who are marching at graduation **MUST** attend graduation rehearsals. If a senior does not participate in rehearsals, he/she will not be allowed to participate in the Graduation Ceremony. Attendance at scholarship night is by invitation, but any senior may choose to attend. **Seniors who do not complete the academic requirements for requirements for graduation will not take part in the graduation ceremonies. Caps and Gowns will not be issued to seniors who have financial obligations owed to Exeter High School.**

The **Senior Prom** is held on an annual basis and the following procedures will be adhered to:

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The senior prom will be open to any member of the senior class and his/her guest.

1. Guests must be at least in grade 9. The principal must approve any guests no longer in high school.
2. Hours of the prom will be from 7:00 PM – 12:00 midnight.
3. There will be at least two (2) police officers in attendance.
4. Once a person enters and then leaves the prom, he/she will not be permitted to return. Alcoholic beverages and drugs are prohibited. An administrator and local law enforcement will subject anyone exhibiting suspicious behavior to a Breathalyzer test and assessment. Anyone deemed to be under the influence of drugs or alcohol will not be admitted to the prom and will be placed in protective custody and may be subject to arrest. Also, he/she will be subject to the school disciplinary code and will be suspended from graduation exercises. Also, any violation of Exeter’s alcohol/drug code at any post prom school activities will result in suspension from participation in graduation exercises.
5. It is expected that all students attending the prom or post prom activities will conduct themselves in a proper manner. All school rules will apply, and the discipline code will be enforced.

Lockers and Searches ERCSD Policy JIH

Lockers, desks and storage areas are the property of the school district. When assigned a locker, desk or storage area, a student shall be responsible for its proper care. A student may be subject to a fine for any willful damage to school property. Students are encouraged to keep their assigned lockers closed and locked.

A student’s locker, desk or storage area may be searched by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student’s suspicious activity to the principal prior to initiating a search, except in emergency situations when the risk of harm to students or staff demands immediate action.

Building principals should refer to these procedures for conducting searches of students and their property for guidance in establishing whether a search is reasonable under the circumstance. Principals may search all lockers, desks, or storage areas without prior notice given to students and without reasonable suspicion that the search will yield evidence of any particular student’s violation of the law or school rules. During a search of all student lockers, if the school official conducting the search discovers any container within the locker, which may conceal contraband, the container may be searched according to the districts procedures governing searches of 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, purse, backpack, gym bag, or any other item within which contraband material may be concealed

Parking Regulations

(NO CELL PHONE USE WHILE DRIVING IN PARKING LOT, CYCLISTS MUST WEAR HELMETS)

Any junior and senior student and second semester sophomore student with a valid driver’s license may obtain a parking permit for \$25.00 by completing an application form. Persons who falsify information to obtain a permit or display an altered, unauthorized, counterfeit, or fraudulent parking permit will be subject to towing at owner’s expense and revocation of their campus parking privileges. **Alternate vehicles may be signed in for a limit of three (3) days only.**

Each applicant for a parking sticker must have in his/her possession:

- An application form with parental/guardian signature
- Proof of insurance
- A valid driver’s license
- A valid motor vehicle registration for the car in which they are driving

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STUDENTS WHO OWE A FINANCIAL OBLIGATION TO EHS WILL NOT BE ISSUED A PARKING PERMIT.

*Please note: Students who will be driving more than one vehicle must register each one. A parking permit is given **only** to the person listed on the application. A student who has registered more than one vehicle will lose privileges if multiple cars are on campus.*

All vehicles must display a valid parking permit on the lower driver's side corner of the front windshield.

Stickers **must be adhered (not taped)** to windshield to be valid.

Exeter High School will not be held liable for any theft of property, vandalism, or damage incurred to any vehicle or contents while parked or removed from school property.

Student parking lots are off limits during all emergency procedures. Students cannot go to these areas unless or until administrative approval is given. During an emergency evacuation, you may be required to ride a bus and your vehicle will remain at school until the campus is cleared. Violation of this rule will result in the loss of your parking privilege.

Students with parking permits may only park in authorized designated areas. All students with a valid parking permit are required to pick up a map of authorized designated areas prior to parking on school property. *Those areas are outlined on the map provided.*

After a student has arrived at school, freshmen, sophomores and juniors may not return to their vehicle without permission from an administrator.

Exeter High School parking privileges and/or permits may be revoked or suspended by the administration for the following reasons:

1. Chronic or habitual tardiness to school. On 7th tardy and beyond per quarter, you may lose your parking privilege for an extended period of time to be determined by the appropriate administrator.
2. Excessive detention cuts.
3. Chronic or habitual violators of parking regulations (including not displaying student ID tag).
4. Transporting unauthorized students.
5. Leaving school during unauthorized times. This includes times of bus departure and emergency procedures.
6. Possession or use of a stolen or lost permit, or altering of a parking permit.
7. Reckless driving.
8. Failing to meet all student obligations.
9. Use of cell phone while driving on campus may result in loss of parking privilege.
10. Using or transporting alcoholic beverages or illegal drugs and/or drug paraphernalia.

Report any lost or stolen parking permits to the administration. A replacement permit will be issued at a cost of \$25.00 (if spaces are still available).

Parking for all motor vehicles unless otherwise specified is prohibited in all parking lots. Vehicles parked in prohibited areas during snow removal may be towed at the owner's expense.

Courteous, safe and responsible driving rules apply at school and in the vicinity of the school. Driving recklessly will result in a loss of driving privileges.

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The bus-loading zone is closed to traffic during loading and unloading. It is illegal to pass a stopped school bus that is displaying its lights or extended stop sign. Bus drivers will report offenders to the Exeter Police Department.

All vehicles on campus are subject to search at any time.

Vehicles found in violation of the provisions of these regulations may be towed from the campus at the “registered owner’s” risk and expense. The “registered owner” of the vehicle will be liable for the cost of such removal and storage. Damage to towed vehicles will be the responsibility of the vehicle owner.

Assemblies

Assemblies are held at different times throughout the year for awards, inductions, special announcements and other programs of special interest to the students and faculty. All students will report to their scheduled classrooms prior to the assembly unless otherwise notified. Instructions for passing to the gymnasium will be given over the intercom, classroom or homeroom teachers will give students appropriate seating instructions.

School Cancellation or Delayed Opening

When it is necessary to cancel school for the day or to delay the opening, an alert message will be sent, however information will also be broadcast over the following radio and television stations early in the morning:

Radio:

WERZ - Portsmouth

WOKQ - Dover

WGIR - Manchester

Television:

WBZ - Boston Channel 4

WCVB - Boston Channel 5

WMUR - Manchester Channel 9

Senior Privileges: Rationale

The matter of senior privileges falls within the context of Exeter High Schools Core Values Statement. Seniors must accept responsibility and understand the impact of ones actions. Privileges for seniors do not automatically come into effect along with senior academic status, nor do privileges come with payment of class dues. Seniors earn and maintain senior privileges through appropriate academic and social behavior.

The administration, in consultation with senior class and teacher representatives, has the responsibility both to set the standards for appropriate academic and social behavior and to determine the specific privileges to be granted. It is hoped that students will value privileges that have been earned through responsible behavior. This will create a sense of personal accomplishment as well as foster respect and cooperation within the school community.

Senior Privileges: Eligibility

Senior privileges will be granted to **all** seniors for quarter 1 provided that all appropriate paperwork has been filled out, including parental/guardian permission. A senior must be in good academic and social standing. Seniors not meeting this academic standard will be assigned to study hall and not be eligible for privileges until the next quarter has ended. Senior students who cannot follow the Senior Privilege rules will have this privilege withdrawn. It is understood that seniors will conduct themselves in an appropriate manner during school time, whether on or off campus. Failure to comply may result in the removal of the Senior Privilege.

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Senior privileges can be revoked at any time upon parental/guardian request.

If a senior loses his or her Senior Privilege, he or she will be assigned to a study hall and may not leave campus until he or she has the approval of the administration. This period of time includes the student's lunch period.

Exceptions to Privileges

Students with obligations from the previous year or who have not turned in an emergency form or an acceptable use form are not eligible for privileges such as senior privileges, parking permits, as well as graduation and or commencement activities.

Reminder: Senior privileges as well as parking privileges are just that. They are privileges! Students who lose senior privileges and fail to report to study halls, cut classes and/or who continue to leave campus will be subject to disciplinary action that could include the loss of parking privileges as well.

Special Education and 504 Accommodations

Students and parent(s)/guardian(s) who feel the student may be eligible for special education or 504 accommodations should contact the student's school counselor.

Student Pass System and Student ID's

A standardized pass form must be filled in and signed by the teacher allowing students to move from place to place within the school at any time. The room identification badge allows a student use of the lavatory closest to their class and should be used only for those areas. Each student must sign out of each room if he or she leaves during a period. Each teacher is to keep an accurate and on-going log of the date, period, room and the time that a student leaves the room.

Students who are in corridors at times other than the passing time between periods must have a pass written by a teacher or administrator. Students are required to report to an assigned class or study hall on time. If a teacher detains a student, a pass from that teacher will be necessary to present to the teacher to whom he/she is supposed to report.

Students requesting permission to leave a study hall for any other area must present a pass from the teacher they wish to see. In other words, a student must make prior arrangements with the teacher to whom they will report. The student must have the pass in his/her possession when he/she arrives at the study hall. The study hall teacher will initial the pass.

Students who are using the library during a study hall period must have a pass issued by a classroom teacher. This pass is to be left in the media center, when the student checks in at the front desk.

Note: All students must have their pictures taken at the beginning of each school year during picture taking day. These pictures will be used in Powerschool for identification as well as creating student ID's. All students must carry their student ID on them when at school or they can take a picture of their school ID from their phone along with the students scan code. Students must identify themselves upon a request from staff members.

Library passes: Underclassmen are required to have a pass from a classroom teacher.

Study Halls

Study hall students will follow the rules and regulations established by the study hall teacher. Students with library media center and/or teacher passes must report to their study hall teacher first for attendance purposes. Students failing to sign out of study hall may have their use of the library media center and other areas restricted.

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Visitors to SchoolERCSD Policy KI

Due to safety and academic considerations, all visitors to the high school are to check into the main office upon entering and leaving the building. Visitor badges will be issued, and visitors will be required to wear these badges for the duration of their visit. Social visits should take place at the end of the school day. Students are not allowed to bring “guest students” to school.

Any student interested in attending Exeter High School is welcome to set up a visit after school hours. During this visit a building administrator or designee will be available to answer any questions as well as give the student a tour of the school. We believe it is important when making choices about school attendance to have as much information as possible. At the same time, EHS has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of the students and staff, and to protect the district's facilities and equipment from misuse or vandalism. Building administrators shall have the authority to determine which visits are to be permitted as well as the discretion to set any appropriate conditions on the nature and duration of such visits. In exercising their discretion, the administrators shall consider the purpose of the visit, the impact of the visitor's presence and the relationship of any visitor to the students. A student visitor is defined as any person seeking to enter the school building who is not a currently enrolled student. If you are interested in having a student visit during school hours an administrator must be contacted for approval. If an administrator approves a student visit during school hours the following procedures will be followed:

1. Student visitors from other school districts must have written permission of their own parent(s)/guardian(s) to attend Exeter High School as a student visitor. No student who is under suspension, expulsion or other form of discipline shall be permitted to visit Exeter High School.
2. Once written permission is received a school counselor will schedule a visit. This process will take at least two weeks; once the school receives the permission the visit will occur a minimum of two weeks later.
3. All student visits will be half days from 8:25 AM-11:10 AM. Upon arrival visiting students will check in with the main office to get visitor pass. This pass must be worn at all times during the visit. Students visiting will not attend any lunch period.
4. Visitors are expected to conform to all school rules and regulations. The student and their parent(s)/guardian(s) are responsible for their guest for the duration of the visit. There are certain times during the school year, however, when it is not appropriate for students to have visitors in school. These include the week prior to vacations, exam weeks, and the first two weeks of school.
5. All visiting students will be assigned an Exeter High School student through the guidance department. The student visitor is required to shadow the EHS student at all times and follow the schedule provided at the time of the visit.
6. All teachers will be notified of student visitor in their classroom at least one week prior to the visit. Building administration reserves the right to end a student visit at any time for any reason. If this should occur the parent(s)/guardian(s) will be immediately notified and the visiting student will wait in an administrative office until released directly to the parent(s)/guardian(s).

School Safety

School Safety and Violence PreventionERCSD Policy JICK

The Exeter Regional Cooperative School District expects that students will treat each other with dignity and respect, and that they are entitled to participate in the educational process and school activities without being subjected to any kind of hazing, bullying, or harassment. These forms of behavior will not be tolerated; suspected or alleged instances will be investigated and appropriate action will be taken. Incidents of hazing, bullying, cyber-bullying, harassment or sexual harassment should be reported immediately to an administrator, teacher or guidance counselor. Retaliation, false reports, or false accusations against a victim, witness, or anyone else who in good faith provides information about an act

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of hazing, bullying, cyber-bullying, harassment or sexual harassment are prohibited and subject to disciplinary consequences. (See the Discipline Code for further information on these subjects.)

Hazing *ERCSD Policy JICFA*

Hazing is defined as any conduct, coercion, or intimidation used as a method of initiation into a student organization or team, which is likely to endanger the physical or mental health of any student. Keep in mind that, under the law, the implied or even express consent of any person toward whom any act of hazing is directed is not a defense for hazing.

Bullying or Cyber-bullying

“Bullying” according to New Hampshire RSA 193-F means 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” includes 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.

Bullying in schools has historically included actions shown to be motivated by a pupil’s actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories. Bullying is conduct which subjects a student to insults, taunts, or challenges, whether verbal or physical in nature, which is likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner. Bullying includes forms of intimidation that seek to control the behavior of others.

Cyber bullying 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 cyber bullying.

Harassment

Harassment is defined as unwelcome, harmful behavior towards another student. This behavior is annoying, bothersome, and/or physically or emotionally injurious. Harassment can take the form of, but is not limited to, verbal and/or written remarks, gestures, innuendoes, cruel personal jokes, teasing, gossip, symbols, or physical contact. No one is allowed to harass you based on your race, religion, nationality, language, ethnic background, physical appearance, gender, disability, sexual orientation or physical and/or mental capacity.

Sexual Harassment *ERCSD Policy GBAA & GBAA-R*

Sexual Harassment is a particularly offensive type of harassment that consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or communication of a sexual nature. Some examples of sexual harassment include: sexual innuendo, verbal harassment, including derogatory comments or slurs, or inappropriate comments about a person’s body or appearance; physical harassment such as unwanted touching, patting, or pinching, or physical interference with movement or

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work; electronic harassment, such as sexing; or visual harassment such as derogatory cartoons, drawings, posters or graffiti. This also refers to offering benefits for sexual favors.

Sexual harassment is also defined as unwelcome sexual advances, requests for sexual favors, or other verbal or electronic communication or physical conduct of a sexual nature or related to a person's perceived sexual orientation or gender identity when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating a hostile, intimidating or offensive environment; or
2. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
3. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual

Any student who believes that he/she or another person has been the victim of hazing, bullying, or any form of harassment shall report the incident(s) to the school principal, assistant principal, and teacher or guidance counselor.

Notice: Pursuant to the amendment of RSA 193-F the Pupil Safety and Violence Prevention Law in June, 2004, **the school is required to inform parents and legal guardians of students who have been bullied or harassed** that they **have the right to appeal** the principal's decision in such matters to the superintendent within ten (10) days of notification that their child has been bullied or harassed. If the parents or legal guardians are not satisfied with the superintendent's decision, they may appeal in writing within ten (10) days to the school board. If the parents or guardians are not satisfied with the local school board's decision, they may appeal to the State Board of Education pursuant to RSA 193-F. Such an appeal shall be in writing and filed with the Commissioner of Education with a copy to the superintendent of schools and mailed to Stephen Berwick, NH Department of Education, 101 Pleasant Street, Concord, NH 03301. The State Board of Education shall notify in writing all parties involved on its decision.

Sexual Harassment and Sexual Violence Policy ERCSD policy GBAA

I. GENERAL STATEMENT OF POLICY

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

It is the policy of the school district to maintain a learning and working environment that is free from sexual harassment and sexual violence. The School District prohibits any form of sexual harassment and sexual violence.

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

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

Sexual harassment may include conduct towards members of the public, as well as towards students or employees. Sexual harassment may also include citizen behavior towards students, or employees, and off

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the job conduct or behavior if working relationships or job responsibilities were at all involved or affected.

The School District will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the School District, and to take appropriate action when deemed necessary if such complaint involves any other person.

While all forms of harassment are prohibited, this Policy specifically prohibits sexual harassment.

II. SEXUAL HARASSMENT / SEXUAL VIOLENCE DEFINED

- A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or education environment.

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

- B. Sexual harassment may include but is not limited to:
1. Verbal harassment and/or abuse of a sexual nature;
 2. Subtle pressure for sexual activity;
 3. Inappropriate patting or pinching;
 4. Intentional brushing against a student's or an employee's body;
 5. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
 6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
 7. Any sexually motivated unwelcome touching;
 8. Unequal treatment of any kind based upon gender; or
 9. Sexual violence, which is a physical act of aggression that includes a sexual act or sexual purpose.
- C. Sexual harassment can occur between members of the same sex, as well as between members of the opposite sex.

III. 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

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reporting party or complainant to use the report form available from the Principal of each building or available from the Superintendent's office.

All department heads, managers, supervisors and teachers, as part of their job requirements, will be responsible for preventing and eliminating sexual harassment in their respective departments or work areas, and shall be responsible to report any incidents of sexual harassment observed, or experienced, whether or not such incidents occur within their department or office.

Any student, parent, or other person who observes or otherwise witnesses the occurrence of sexual harassment upon the premises of the School District should report such incidents to the building principal, teacher, information officer, or where appropriate to other administrative personnel or staff.

The School District shall conspicuously post the name of the Information Manager for each school, and the Title IX officers designated by the Superintendent, including their business mailing address and telephone number.

- A. **In Each School Building.** The building Principal or administrative designee 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 or a Title IX officer designated by the Superintendent, immediately without screening or investigating the report. If this notification is given verbally, the Principal or administrative designee shall submit such notification in writing that an investigation is taking place. Failure to forward notification of any sexual harassment or sexual violence investigation will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent of Schools.

Where deemed appropriate and after notification to the Superintendent or the Title IX officers designated by the Superintendent, the building Principal may take immediate steps to protect the complainant, students, or employees pending completion of an investigation of alleged sexual harassment or sexual violence.

- B. **District-Wide.** The School Board hereby designates the Superintendent of Schools or Title IX officers designated by the Superintendent, as the District representative to receive reports or complaints of sexual harassment and sexual violence from any individual, employee, or victim of sexual harassment or sexual violence, and also from the building Principals as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.
- C. Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades, or work assignment.
- D. Use of formal reporting forms is not mandatory.
- E. The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and to take disciplinary action when the conduct has occurred.
- F. Upon receipt of a report or complaint alleging sexual harassment or sexual violence, the parent or parents of the complainant or alleged harasser shall be notified whenever the complainant, or alleged harasser, is under the age eighteen (18).

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- G. Any student, teacher, or employee who believes that they are being harassed are encourage to let the person engaging in such conduct know how they feel and request that the person cease such action or behavior immediately, but they are not required to do so.

IV. INVESTIGATION AND RECOMMENDATION

The Superintendent or the Title IX officers designated by the Superintendent, upon receipt of a report or complaint alleging sexual harassment or sexual violence, shall immediately authorize an investigation. This investigation may be conducted by School District officials or by a third party designated by the School District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent of Schools, or to the title IX officers designated by the Superintendent. If the Superintendent is the subject of the complaint, the report shall be submitted to the School Board.

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

Upon completion of such investigation, the investigating party shall submit to the Superintendent or to the Title IX officers designated by the Superintendent, a written report, which fully details and summarizes the findings and outcome of such investigation.

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

The Superintendent may take or authorize immediate steps at his or her discretion to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment or sexual violence.

V. SCHOOL DISTRICT ACTION

- A. In the event that the Superintendent, or Title IX officers designated by the Superintendent following the investigation determine that the complaint is valid, then the following procedures and actions shall be taken:
 - 1. If the Complaint involves a student, the Superintendent shall take such action as deemed appropriate based upon the results of the investigation. Any such disciplinary action taken by the Superintendent shall be reported to the School Board at the next regularly scheduled meeting of such Board.
 - 2. If the complaint involves a teacher, employee, staff member, or a member of the public, the Superintendent shall make such report and recommendation to the School Board. The School Board will take such action as deemed appropriate based on the results of the investigation and recommendation made by the Superintendent.

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- B. A substantiated complaint against a teacher, employee, or student will result in disciplinary action, which may include: reprimand, recommendation for counseling, transfer to another department, demotion, suspension, or termination of employment.
- C. In any instance in which there has been a substantiated complaint against someone other than a teacher, staff member, or student, the School District will take appropriate action deemed necessary, which may include referral of the incident to appropriate legal authorities:
 - 1. If it involves any vendor, agent, or subcontractor, contact with such individuals' supervisor or employer;
 - 2. If it involves any other individual and such conduct may be deemed to constitute illegal activity.
- D. In making a determination of appropriate disciplinary action, the School Board or the Superintendent (or the Title IX officers designated by the Superintendent) in each case shall consider all relevant factors, including:
 - 1. The weight of the evidence;
 - 2. The nature and seriousness of the harassment;
 - 3. The relative position of the harasser and victim;
 - 4. Whether there are any prior violations; and
 - 5. How the proposed remedy will protect the victim from future harassment.

Any disciplinary action so taken shall be for the purpose of ending instances of sexual harassment and sexual violence, and to prevent its recurrence.

- E. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant and to the alleged harasser by the School District. The report will document any disciplinary action taken as a result of the complaint.
- F. A statement that a complaint of sexual harassment or sexual violence was substantiated after investigation will be released to a prospective employer seeking a reference.

VI. REPRISAL

The School District will discipline any individual who retaliates against any person who reports alleged sexual harassment or sexual violence, or who retaliates against any person who testified, assists, or participates in the investigation, proceeding, or hearing relating to a sexual harassment, or sexual violence complaint. Such disciplinary action may include reprimand, recommendation for counseling, transfer to another department, demotion, suspension, or termination of employment as deemed appropriate in the particular circumstances. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURE

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

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VIII. CONFIDENTIALITY

Due to their sensitive nature, complaints of sexual harassment shall be investigated with particular care and should remain, to the extent possible, strictly confidential. Aside from their duty to report, all student, teachers, or staff shall keep all complaints or reports of sexual harassment confidential.

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

Such forms of sexual harassment may constitute violation of applicable criminal law, and such incidents shall be referred to appropriate authorities.

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

IX. FALSE REPORTS

The filing of any report or complaint pursuant to this policy, which is knowingly and deliberately false is strictly prohibited and may result in appropriate disciplinary action up to and including dismissal of the offending teacher or staff member, or expulsion of the offending student.

Law Reference: ED 303.01 (j), 1-9

Appendix Reference: GBAA-R, BBA-R

Date Adopted: February 10, 2004

Revision Dates:

Last Review Date: February 10, 2004

Code of Discipline

Statement of Purpose

The Exeter Regional Cooperative School District is committed to providing the best education possible for the diverse population of Exeter, Stratham, Newfields, Brentwood, Kensington, and East Kingston. The District recognizes that largely the level of interaction between students, parent(s)/guardian(s), teachers and administrators determines the quality of any discipline policy. One of our primary goals is to foster an atmosphere of trust and communication among the district schools, students and parent(s)/guardian(s), and an atmosphere, which encourages and seeks parental involvement. An essential component is a healthy and safe environment, where teachers have a right to teach, and students have a right to learn. Our objective is to foster self-discipline and develop responsible members of society. It is expected that students and staff will treat each other with dignity and respect, and that teachers will communicate a clear and consistent set of rules as it applies to each individual classroom.

It is the charge of the school administration to maintain and perpetuate a school environment conducive to obtaining the optimum academic experience, and an environment which supports the idea that school is a place for teaching, and a place where academic, physical, social, and emotional growth are equally emphasized. This includes establishing standards for behaviors for all members of the educational community.

Every student will:

- Be a good role model

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- Be respectful of all people
- Be diligent about his/her studies
- Be prepared with materials for classes
- Attend school regularly and be on time
- Follow all school policies and procedures

Every parent(s)/guardian(s) will:

- Be a good role model
- Communicate and get involved with the school
- Encourage positive attitudes and desire to learn
- Know, understand and support policies & procedures
- Promote good healthy habits (grooming, dress and nutrition)
- Foster respect for and cooperation with the school community

The school community will:

- Be a good role model
- Communicate with parent(s)/guardian(s)
- Be enthusiastic and adaptable
- Maintain an instructional environment for good learning
- Maintain a working knowledge of district policies and procedures
- Foster respect and cooperation with parent(s)/guardian(s) and the community

It is the responsibility of the administration to implement the district code of discipline in a consistent, firm and fair manner, using the resources available to make decisions based upon available facts, good judgment, common sense, and the general good of the school. The administration recognizes the importance of exhibiting compassion and understanding, when possible and appropriate, in dealing with specific violations of the code by individual students. The administration also recognizes the importance of exhibiting compassion and understanding toward the staff in dealing with situations where student behavior has been unacceptable. It is the responsibility of the administration to maintain a balance between students and teachers' rights and responsibilities and to assure that everyone is treated fairly, with dignity and respect.

Due Process

All students will be afforded "Due Process" in any situation that may require disciplinary consequences. "Due Process" is the right to be confronted with the alleged violation and the right to "be heard." The more severe the potential consequence, the more extensive the "due process" will be afforded to the student. For violations that may result in a detention, due process may only entail a conversation with the appropriate administrator questioning what happened and the assignment of the consequence. Violations that would result in suspension and/or expulsion will require a more extensive investigation.

Appeals Process

Should any student and/or parent(s)/guardian(s) feel that there has been a misapplication or a miscarriage of the school's policy or procedure, they should immediately contact the administrator who has assigned the consequence (most consequences are assigned by an assistant principal). If a satisfactory resolution is not achieved at that level, the parent(s)/guardian(s) may "appeal" to the next level (i.e. the principal). The appeal may be made in writing or by contacting the principal directly by phone or e-mail. Again, if a satisfactory resolution is not achieved at this level, then the parent(s)/guardian(s) may appeal to the superintendent of schools. In all situations (if possible), the problem should be resolved at the level closest to the "original" conflict. **After school detentions may not be appealed to the next level.**

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Detention

Detention period is a time when the student is assigned to stay after school for infractions of unacceptable school behavior. Detention is considered an extension of the regular school day. **Detention has priority over ALL other appointments, including sports, employment, or any other after school commitments with the exception of a teacher detention.** Failure to attend an assigned detention may result in the student being assigned two (2) more detentions. If a student misses any of these, he or she may automatically receive a weekend detention and a follow-up parent(s)/guardian(s)/student conference may be arranged.

Detention Procedures

1. A pupil is not to be admitted after 2:35 PM unless he or she has a pass signed by an administrator.
2. A pupil should show up with reading or study materials.
3. Card playing will not be permitted.
4. Outside coats will be removed for health reasons.
5. Group work or group conversation will not be allowed.
6. Sleeping is not allowed in detention.
7. Electronic devices are prohibited.

Office detention is held every day, Monday through Friday, for one hour from 2:35 PM to 3:35 PM.

Student Sent Out of Class

Whenever a student is asked to leave a classroom, he or she should report immediately to the assistant principal's office of the commons area to which they are assigned. Upon arriving in the assistant principal's office, the student will communicate the reason that they were sent to the office. The administrator that oversees the student's common area will follow up with the teacher.

Disciplinary Actions

Disciplinary action taken at Exeter High School is based on progressive steps any student receiving disciplinary action initially will be assigned detentions.

Multiple Detention Offenses

Whenever a student accumulates ten (10) or more hours of detentions, he/she may be placed on weekend detention and, if applicable, parking privileges may be revoked. The student's administrator may hold a parent(s)/guardian(s) conference. Seniors who continuously cut class or are continuously involved in disciplinary action will be given the appropriate consequence and in addition, their senior privileges and/or parking privileges will be in jeopardy.

Weekend Detention

Friday detention will be from 2:35 PM–5:35 PM. Saturday morning detention will be 8:00 AM-11:00 AM Generally, in cases where the current after school one-hour detention or the current out-of-school suspension is not appropriate, a Friday afternoon (or Saturday morning) detention will be the disciplinary action used. Parent(s)/guardian(s) will be notified by mail, explaining the reason for the detention.

Parent(s)/guardian(s) or student will provide transportation.

Members of the professional staff will monitor the Friday and Saturday detention room. Students will use the time constructively. Students who cut Friday/Saturday detention or disregard the rules of the Friday/Saturday detention or who fail to serve the entire three hours of detention will be subject to out-of-school suspension at the discretion of the administration.

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The Following Weekend Detention Procedures Will Be Followed:

1. Students are expected to be in the designated room on time. Those who arrive late will not be admitted and it will be considered to be a cut detention.
2. If a student is asked to leave the weekend detention for failure to follow weekend detention rules, it will be treated as a cut weekend detention
3. Students, who cut, refuse to attend or fail to show up for a scheduled weekend detention will be suspended two days out of school.
4. Students who fail to serve two (2) weekend detentions in one weekend will range from 1-3 days out of school suspension.
5. Please note if student has been assigned Friday night detention they cannot make it up Saturday morning unless they receive administrative approval.
6. Weekend detentions incurred at the end of the school year could result in immediate suspension from school if there is not enough weekend detention days available for the administrator to assign. Seniors who owe weekend detention will not be allowed to take part in graduation activities until the detentions are served.

Out of School Suspension Policies ("Outside Suspension")

The duration (which is a minimum of one day to a maximum of ten (10) days) of suspension is to be determined by the administration. In each case of suspension, the administration will notify parent(s)/guardian(s) of grounds and duration of suspension. Within twenty-four hours, the commons administrator will request classwork and homework from the teachers of the suspended student. Parents will be notified when they may pick up the students work. The student, during suspension, is not allowed to be on school grounds or to take part in any school function. Most out of school suspensions require a successful student/parent(s)/guardian(s) conference with administration before a student can be readmitted to school.

Habitual Offenders

Students who fail to remedy behaviors that are a detriment to their success at EHS and/or who impede the educational process for others may be suspended from school for increasingly longer periods of time. Continual misbehaviors could result in an expulsion hearing with the superintendent of school. Any student who has accumulated a total of ten (10) days of outside suspension will be referred to the principal.

After suspension, a student is required to meet with the suspending administrator prior to returning to classes. A parent(s)/guardian(s) is welcome to attend this meeting and in most cases will be required to attend as a stipulation of re-admittance. Typically, a re-admit meeting will be held on the morning that the student is scheduled to return to school. In the case of a five (5) day or greater suspension from school, the principal will be the administrator to conduct the re-admittance. It will be customary to include the students' guidance counselor, the school social worker and other professionals, as the principal deems necessary.

Long Term School Suspensions or Student Expulsion.....ERCSD policy JKE
Exeter Region Cooperative school District students shall be subject to suspension or expulsion in accordance with RSA 193:13.

The School Board hereby designates the superintendent as its representative authorized to continue any suspension of a pupil in excess of ten (10) days, subject to the suspended students' right to appeal the School Board under RSA 193:13, II.

The superintendent shall have authority modify the expulsion requirements of RSA 193:13, II and II, on a case-by-case basis.

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Any Expulsion under RSA 193:13, II, shall be subject to review by the school board, if requested, prior to the start of each school year.

Students with Disabilities

Suspensions

1. A child identified as having a disability pursuant to special education procedures may be suspended according to the procedures of this policy and the suspension policy; however, the suspension procedure does not apply in the event that:
 - The student's I.E.P. contains procedures or other disciplinary techniques which are to the contrary; or
 - The length of the proposed suspension combined with the length of any prior suspension(s) in that school year cumulatively exceeds ten (10) school days.
 - If repeated suspensions occur, a Special Education Team Meeting (SEPT) should be held to review the appropriateness of the child's educational placement in light of the continuing misbehavior.

Expulsions and Suspensions

Which cumulatively exceed ten (10) school days in a year-

1. In order to suspend a student with a disability, whether or not the student has an I.E.P., for a period that exceeds ten (10) cumulative school days in a school year or to expel such child, the SEPT will convene to determine whether the student's conduct:
 - Is this related to the student's disabling condition?
 - Is this a result from an inappropriate I.E.P. or placement?
 - Is this the result of an appropriate I.E.P. that was not fully implemented?
2. If the SEPT answers any of the questions in the affirmative, then the student may not be suspended or expelled. The SEPT will review and, if appropriate, revise the student's I.E.P. If necessary, the SEPT will take immediate steps to ensure the student's I.E.P. will be fully implemented.
3. If the SEPT finds in the negative, the student may be suspended or expelled. The SEPT shall develop an appropriate alternative educational program for the student during the time of the suspension or expulsion when required by law.
4. Educational services to a student with a disability will not be contingent upon the parent(s)/guardian(s) attendance at a readmission meeting.

IMPORTANT

This list of Discipline Standards has been prepared to meet the situations, which occur most commonly, but is by no means all-inclusive. There are many other instances, which require appropriate action to be taken at the discretion of the administration. The school board recognizes the right of each school to establish disciplinary procedures in accordance with RSA 193:13 and RSA 193-D through the development of administrative procedures which are approved by the Superintendent of Schools or his/her designee. Due process and equal protection of the law shall be afforded to any pupil in a proceeding, which may result in disciplinary action. All appeals shall follow the appropriate hierarchy and may ultimately be received by the principal.

Drugs and Alcohol Policies – Safe School Zones

RSA 193-b:2 Drug Free School Zones

Excepted as otherwise provided by law, it shall be unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense, or compound any controlled drug or its analog, within a drug-free zone at any time of the year.

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"Drug-free school zone" means an area inclusive of any property used for school purposes by any school, whether or not owned by such school, within 1,000 feet of any such property, and within or immediately adjacent to school buses.

Alcohol and Other Drug Policy

Alcohol is the key factor in the three leading causes of death among adolescents: traffic accidents, homicides and suicides. Exeter High School recognizes that substance abuse and chemical dependency among students and significant people around them is a treatable health problem. Involvement with alcohol and other drugs can impair judgment and interfere with a student's academic, physical, emotional and social development.

We aspire to create a culture that discourages under-age drinking and drug use. We will support students in making appropriate decisions, hold them accountable for their actions and use every opportunity to encourage healthy behaviors. It is our goal to promote an environment that is optimal to learning. We plan to identify problems and intervene at the earliest level possible to best help the individual student and the school community. When necessary, we will work cooperatively with other community agencies and law enforcement officials.

1. Guidelines for referring students suspected of being under the influence of alcohol or other drugs.

The Teacher's Role

If the student exhibits unusual behavior, immediately call the closest commons administrator.

- Karen Pelletier x8444
- Mike Monahan x8587
- John LeSage x2439
- Marcy Dovholuk x 2440

The Nurse's Role

- Conduct an assessment

The Administrator's Role

- Escort the student to the health office
- In full accordance of the law, the principal or his designee can conduct a search of the student's person, locker and/or car.
- If any paraphernalia and/or substance are found, the school resource officer (SRO) and parent(s)/guardian(s) will be notified.
- In emergency situations, the parent(s)/guardian(s) will be contacted to take the student for medical attention. If indicated, school officials will call an ambulance to transport the student to the hospital at the parent(s)/guardian(s) expense.

2. Guidelines for referring students suspected of possession, purchasing, or selling alcohol or other drugs in the school or at any school functions.

The Teacher's Role

- Immediately call an administrator

The Administrator's Role

- If any paraphernalia and/or substance are found, the school resource officer and parent(s)/guardian(s) will be notified.

3. Offenses

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First Offense (at any school sponsored event)

- Ten (10) day suspension
- If the offense is not related to distribution, the student/parent(s)/guardian(s) may request a five (5) day buy-back with the student assistance counselor or an outside LADC.
- Prior to the student's return, a re-admit meeting with parent(s)/guardian(s), student, principal, assistant principal, guidance counselor and others as needed, will be scheduled.
- The student will be suspended from all school-related activities for seven (7) days and excluded from competition for fourteen (14) days.

Second Offense

- The administrator shall determine the appropriate consequence for second offense drug and alcohol violations. Consequence is a ten (10) day suspension, which may include a referral to the superintendent for possible long-term suspension or expulsion.
- After the second offense, the student must be evaluated by a LADC with recommendations to go to the principal or his designee who will monitor the student's adherence to the recommendations. Failure to abide by the plan will result in referral to the school board for further action.

Revised April 2007

RSA 193-D:1 SAFE SCHOOL ZONES

1. "Safe school zone" means an area inclusive of any school property or school buses.
2. "School" means any public or private elementary, secondary, or secondary vocational-technical school in New Hampshire. It shall not include home schools under RSA 193-A.
3. "School employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing or performing continuing contract services for any public or private school, school district, school department, or school administrative unit.
4. "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
5. "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.
6. "Act of theft, destruction, or violence" means an act set forth in the following statutes regardless of age of the perpetrator:
 - a. Homicide under RSA 630.
 - i. Any first or second-degree assault under RSA 631.
 - ii. Any simple assault under RSA 631:2-a.
 - b. Any felonious or aggravated felonious sexual assault under RSA 632-A.
 - c. Criminal mischief under RSA 634:2.
 - d. Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159.
 - e. Arson under RSA 634:1.
 - f. Burglary under RSA 635.
 - g. Robbery under RSA 636.
 - h. Theft under RSA 637.
 - i. Illegal sale or possession of a controlled drug under RSA 318B.

Student Conduct, Discipline and Due ProcessERCSD Policy JICD

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.

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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 individual worth is the obligation of the school. Diligence and a desire to benefit from the opportunity is the obligation of the Student.

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.

The Board further recognizes the right of each school to establish disciplinary procedures in accordance with RSA 193:13 and RSA 193-D through the development of administrative procedures which are approved by the Superintendent of Schools or his/her designee. Due process and equal protection of the law shall be afforded to any pupil involved in a proceeding, which may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.

Dangerous Weapons on School PropertyERCSD Policy JICI

Dangerous weapons, such as, but not limited to, firearms, explosives, incendiaries, martial arts weapons (as defined in NH Law), electronic defense weapons (as defined in NH Law), clubs, billies, metallic knuckles or containers containing 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.

In addition, any student who is determined to have brought a firearm (as defined by 18 US 921) to school will be expelled for not less than one year (365 days). This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. Weapons under control of law enforcement personnel are permitted. All students will receive written notice of this policy at least once a year.

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Student Misconduct and Consequences Chart

Incident	Response
Abusing a pass Public displays of affection Cutting a class or a detention Vulgarity, profanity, and/or swearing Truancy Loitering without a pass Being tardy to school without permission	May result in one or more detentions May result in an upperclassmen being required to attend quiet study hall for one or more weeks
Academic dishonesty Cutting class or detention 3 times Disrespecting others including discrimination or prejudicial comments Accumulating excessive detentions (10 hours) Gambling Insubordination, Failure to comply with a reasonable request & consistently & chronically disregarding school rules such as: use of electronic devices, wearing hats, & out of class w/out a pass Leaving school grounds/off school grounds Improperly using a motor vehicle Forging a note Refusing to identify self (Insubordination) Smoking anywhere on school property Continuing tardiness to class (habitual) Violating the technology policy and procedures (could also result in losing privileges) Throwing any projectile Violating the tobacco policy, including e-cigs/vapor cigs Truancy – 2 nd offense or more Unauthorized presence in locker room or gym	May result in one or more weekend detentions and may include a parent(s)/guardian(s) conference Possible referral to counseling services
* Arson (minimum of 10 days) * Assault (minimum of 10 days) Disruption of school activities Cutting 2 or more weekend detentions * Destruction of school property, vandalism (minimum of 3 days) Fighting including verbal or threatening behavior (5 or more days) Harassment; Hazing; Bullying (minimum of 3 days) Instigating a fight, Contributing to a hostile environment * Possession of stolen property (5 or more days) * Possession/use of alcoholic beverages or drugs including paraphernalia (10 days) – including vaping devices on buses * Receiving stolen property (3 or more days) * Theft (minimum of 5 days) * Dangerous weapon or object (10 days referral to superintendent) * Inappropriate use of social media including recording &/or posting unauthorized images online * Lewd Behavior * Sale or distribution of tobacco, drugs, or alcohol * Violating city, state, or federal laws on school grounds	Will result in an Outside Suspension for one or multiple days and require a parent(s)/guardian(s) conference and re-entry * May be referred to the police and/or superintendent of schools as required Referral to counseling services

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Title IX of the Educational Amendments of 1972

Student Complaints and Grievances

Any student in the school district shall have the right to appeal the application of policies and administrative decisions affecting him or her. In presenting such an appeal, the student shall be assured freedom from restraint, interference, coercion, discrimination or reprisal.

All grievances shall be handled promptly and expeditiously. All grievances, including those under Title IX of the Education Amendments of 1972, which covers the single category of sex only, shall be handled according to the following procedures.

Steps in Grievance Procedure

- 1. First Level:** Any complainant who has a grievance shall discuss it first with his or her homeroom teacher, class advisor, guidance counselor, or administration.
- 2. Second Level:** If, as a result of the informal discussion, the matter is not resolved. The complaint can be verbal in nature, with a second party putting it to paper and having the complainant party sign off on the contents. The principal or a designee shall communicate a decision to the grievance in writing within three school days of the receipt of the written grievance.
- 3. Third Level:** If the grievance remains unresolved, the grievant, no later than five school days after the receipt of the above decision, may appeal it to the appropriate next higher authority. In the case of a grievance under Title IX, such appeal is to be made to the Title IX Coordinator, Ellen Riiska or Brianna Taylor designated by the Superintendent of Schools to deal with such complaints. The appeal can be verbal in nature but should give details as to why the decision was unsatisfactory. The complainant can go directly to the New England Regional Office of the U.S. Department of Ed Office for Civil Rights (OCR):

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

The Title IX Coordinator, Ellen Riiska or Brianna Taylor shall give her decision in writing to the grievant within ten school days.

- 4. Fourth Level:** If the grievance is not resolved, the grievant may, no later than five school days after receipt of the above decision, appeal it to the Superintendent of Schools. The appeal shall be made in writing and must state reasons as to why the decision at the previous level was unsatisfactory. The Superintendent shall give his decision in writing to the grievant within ten school days.
- 5. Fifth Level:** If the grievance is not resolved, the grievant may, no later than five days after the receipt of the Superintendent's decision, request a review by the School Board. The request shall be made in writing through the Superintendent, who shall attach all papers relating to the grievance. The board, or a committee thereof, shall review the grievance and may, at the option of the board, hold a hearing with the grievant and render a decision in writing within 45 days of receipt of the appeal. If the board decides not to hold a hearing the grievant shall be notified not later than 30 days after receipt of the appeal.

Representation

A student shall have the right to present his or her own grievance or may designate a representative to appear with him or her at any level of the above procedure.

The student who chooses to have representation shall provide advance notice of such in writing to the authority at the respective procedural level at least two days prior to the hearing on the grievance.

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Procedural Safeguards

The Exeter Cooperative School Board adopts the following Procedural Safeguards (pursuant to 34 CFR 104.36) in order to prevent illegal discrimination by the Exeter Region Cooperative School District against persons who, because of handicap or need, are believed to need special instruction or related services:

1. All such handicapped persons, their parent(s), and guardian(s) have the right to examine relevant Exeter Cooperative School District records.
2. All such handicapped persons, their parent(s), and guardian(s) have the right to a hearing before the Superintendent of the Exeter Cooperative School District on any claim of illegal discrimination. To request such a hearing the handicapped, his or her parent(s), or guardian(s) shall deliver to the Office of the Superintendent a written request for a hearing which written request shall describe the alleged discriminatory act. Upon receipt of such a request the Superintendent shall schedule a hearing and notify the party requesting the hearing of the date, time, and place of the hearing. The Superintendent may require the attendance of Exeter Region Cooperative School District personnel or other persons at the hearing. The party requesting the hearing, at his or her election, may be represented by counsel at the hearing. At the hearing the party requesting the hearing shall present information to the Superintendent in support of his or her claim of discrimination and the Superintendent may inquire of the party requesting the hearing and others about the claims. The Superintendent may conduct such additional investigation into the claim, either before or after the hearing, as he or she determines appropriate.

Within a reasonable time after the hearing, the Superintendent shall render a written decision on the matter and provide a copy thereof to the party requesting the hearing.

If the party requesting the hearing is dissatisfied with the Superintendent's decision he or she may, within thirty days following the decision, request review of the decision by the Exeter Cooperative

School Board. To obtain such a review the party shall deliver a written request for review by the Exeter Cooperative School Board to the Superintendent no later than thirty days after the Superintendent's written decision. That request for review shall state the party's reasons for disagreement with the Superintendent's decision. Upon receipt of such a request for review the Superintendent shall deliver copies of that request for review and his or her written decision to each member of the Exeter Cooperative School Board. The Exeter Cooperative School Board shall schedule a hearing on the request for review and notify the party requesting the review and the Superintendent of the date, time, and place of the hearing. The party requesting review and the Superintendent may be represented by counsel at the hearing. At the hearing the Exeter Cooperative School Board shall hear from the party requesting review, the Superintendent, and such other witnesses as may be presented by either the party requesting the review of the Superintendent. The Exeter Cooperative School Board may conduct an additional investigation into the claim, either before or after the hearing, as they determine appropriate. Within a reasonable time after the hearing the Exeter Cooperative School Board shall render a written decision on the matter and provide copies thereof to the party requesting review and the Superintendent.

Copies of this document shall be delivered to each such handicapped person, his or her parent(s) or guardian(s) within a reasonable period of time following identification of the person as such a handicapped person and published in subsequent editions of all school handbooks.

Title IX Officers are:	<u>Grades K-5 & Employees</u>	<u>Grades 6-12</u>
	Ellen Riiska, Student Services Coordinator	Brianna Taylor
	SAU 16	Cooperative Middle School
	30 Linden Street	1 Academic Way
	Exeter, NH 03833	Stratham, NH 03885
	Tel: 775-8426	Tel: 395-2448

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Non-discrimination

NOTIFICATION TO EMPLOYEES, PARENTS, STUDENTS, AND PARTICIPANTS OF THE SAU # 16 SCHOOL DISTRICTS NONDISCRIMINATION STATEMENT, SECTION 504/ADA COORDINATOR, GRIEVANCE PROCEDURE, AND SYSTEM OF PROCEDURAL SAFEGUARDS

Non-Discrimination Policy ERCSD Policy AC

The School District shall not discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion or handicap under the provisions of Title VI of the Civil Rights Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the District's compliance with the regulations implementing these laws may contact the Superintendent of Schools.

Nondiscrimination Statement

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

Section 504/ADA Coordinator

As required by 34 C.F.R. 104.7(a) and 28 C.F.R. 35.1079a), New Hampshire School Administrative Unit # 16 has designated Ellen Riiska, New Hampshire School Administrative Unit # 16 , 30 Linden Street, Exeter, New Hampshire 03833, telephone (603) 775-8426 to coordinate its efforts to comply with and carry out its responsibilities under Section 504 and the ADA, including investigating any allegation of discrimination on the basis of disability or other noncompliance with Section 504 and/or the ADA.

Grievance Procedure

As required by 34 C.F.R. 104.7 (b) and 28 C.F.R. 35.107(b), as an employee, parent, guardian, student, or participant, you have the right to notify the Section 504/ADA Coordinator of your complaint alleging any action which would be prohibited by Section 504 and/or the ADA.

If your complaint concerns the Section 504/ADA Coordinator or the provision of a free appropriate public education under Section 504, you should notify the Superintendent of Schools Michael Morgan 30 Linden Street, Exeter, New Hampshire 03833, telephone (603) 395-2400, instead of the Section 504/ADA Coordinator.

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

For either process: your complaint must be in writing (please notify the Section 504/ADA Coordinator or Superintendent of you need assistance). You may be represented by anyone of your choosing. You may present information through documents, other evidence, and or witnesses. You may examine documents, other evidence and witnesses presented by New Hampshire School Administrative Unit # 16.

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You may file a complaint with the U.S. Department of Education, Office for Civil Rights, Boston, Massachusetts 02109, instead of through this grievance procedure or with in 180 days of the alleged discrimination or within 60 days of receiving the final disposition of the complaint from New Hampshire School Administrative Unit # 16.

Procedural Safeguards

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

- Notice of the referral/identification, evaluation, and placement process, with appropriate consent forms
- Examine all relevant records
- An impartial hearing, at any time, with opportunity to participate and to be represented by counsel
- A review procedure

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

Additional Information

You may direct questions about New Hampshire School Administrative Unit # 16's compliance with Section 504 and/or the ADA to the Section 504/ADA Coordinator, the Superintendent of Schools, or to the U.S. Department of Education, Office for Civil Rights. The name and location of these sources is identified above.

Notice of Rights Pursuant to RSA 186-c:16-b. The Statute of Limitations for Special Education Cases

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

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

A "free appropriate public education" consists of specially designed instructions and educationally related services in accordance with an "individualized education program" developed by the school district in consultation with the student's parents.

If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that the school district determine your child's eligibility. Such referrals should be addressed to Director of Special Education, Exeter High School Special Education Dir., 1 Blue Hawk Drive, Exeter, NH 03833.

The special education laws confer many rights and obligations upon parents and school districts regarding educationally disabled children. These include, but are not limited to, the following, which are listed in Title 20, United States Code, Section 141(b):

Parents may examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate education.

1. Parents may obtain an independent education evaluation.
2. The school district must adopt procedures to protect the rights of the child whenever the parents of the child are unknown or unavailable or whenever the child is a ward of the state. Such procedures may

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include the assignment of an individual who is not an employee of the school district or the state department of education, to act as a surrogate for the child's parents or guardian.

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

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

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

For additional information regarding special education and the special education laws, please contact: Exeter High Schools Director of Special Education, 1 Blue Hawk Drive, Exeter, NH 03833, (603) 775-8642.

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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 or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, 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 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 of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed 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: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

October 14, 2015

RELIGIOUS OBSERVANCE DATES ERCSD Policy ACD-R

This list is maintained in accordance with Policy ACD. The School Board is authorized to add religious holidays to the list when presented with documentation establishing the existence of a legitimate religious holiday.

2016-17 Religious Observance Dates:

Sunday - October 2, 2016	Rosh Hashanah begins at sundown
Monday - October 3, 2016	Rosh Hashanah
Tuesday - October 4, 2016	Rosh Hashanah
Tuesday - October 11, 2016	Yom Kippur begins at sundown
Wednesday - October 12, 2016	Yom Kippur
Monday - April 10, 2017	Passover begins at sundown
Tuesday - April 11, 2017	Passover first day
Wednesday - April 12, 2017	Passover second day

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*A complete list of all Exeter Regional Cooperative School District Policies can be found at:
<http://www.sau16.org/index.php/school-boards/exeter-region-coop/policy-manual>

Parent Response to a Critical Incident

It's important to remember that during a critical incident, teachers and administrators are dealing WITH the crisis and trying to keep everyone safe. Therefore, they are not able to respond to phone calls and messages.

Do not go to the school or try to call the school as these actions have the potential to cause additional problems for the school in terms of escalating a situation. You WILL be in the way as emergency workers are moving about and will hinder their operation. As part of the communication strategy, all parents will be informed as soon as possible through the SAU 16 Alert Solutions system. Messaging will be in the form of a phone call and an email from the Superintendent's Office. It's far better to get up-to-date, accurate information from the source. Our school has a clear parent-child reunification plan that is located on the school website. This plan designates the **Cooperative Middle School (CMS)** as the site where you can go to pick up your child. The best way to help schools deal with a crisis situation is to stay tuned for official information from the school district. If you have any further questions, please contact your building administrator.