

SAU #23-HAVERHILL COOPERATIVE SCHOOL DISTRICT

Woodsville High School

9 High Street
Woodsville, NH 03785
(603) 747-2781

Eric W. Chase, Principal
Michael K. Strauch, Dean of Students
Rosalie N. Farr, School Counselor
Jonathan R. Lester, Athletic Director

DISTRICT SCHOOL BOARD

Richard Guy-Chairman
John Rutherford - Vice Chairman
Nate Swain, Don LoCasio, Sabrina Brown,
Chuck Fenn, Dylan Farr

2975 Dartmouth College Highway
North Haverhill, NH 03774
603- 787-2113



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USEFUL TELEPHONE NUMBERS

Butler Bus	787-6925		
French Pond School	747-3725	HCMS	787-2100
King Street School	747-2703	SAU 23	787-2113
Woodsville Elem.	747-3363	WHS	747-2781
WYKR WEATHER	(802)-757-2773	WHS fax	747-2766

Principal's Welcome

I would like to take this opportunity to welcome you as a member of the student body at Woodsville High School and hope that your time here will be marked by engagement, academic rigor and personal growth. This will be an exciting year at WHS with new facilities and programming. I am looking forward to continuing to getting to know you and the traditions, strengths and community at Woodsville High School.

As you are responsible to abide by its contents, I expect that you will take the time to familiarize yourself with this handbook so that you will understand the policies, procedures and expectations at Woodsville High School. I hope that you will take advantage of every possible opportunity offered here.

Woodsville High School maintains a long-standing reputation for high academic standards. I anticipate that you will be a contributing member of our school community and that you will meet, and even exceed, the academic, civil and social expectations of our school. I am looking forward to working with you and wish you a successful and fulfilling school year.

Eric W. Chase, Principal

HCSB Statement of Purpose

The Haverhill Cooperative School Board wants to develop well-prepared young people by providing a challenging program of studies and extra-curricular activities that encompass the varied learning styles of our children. It is our expectation that the graduates from our school system:

1. Are confident and have good social skills.
2. Are connected to and serve their communities.
3. Have demonstrated a mastery of their chosen course of study.
4. Are responsible, ethical citizens.
5. Have developed strong work habits and organizational skills.
6. Are effective communicators in both written and oral skills.
7. Are technologically proficient.

HCSB Nondiscrimination Policy

The Board is committed to a policy of nondiscrimination in relation to age, race, color, religion, country of origin, marital status, and gender. In keeping with the requirements of federal and state law, the district strives to remove any vestige of discrimination in employment, assignment, and promotion of personnel; on educational opportunities and services offered students, in their assignments to schools and classes and in their discipline; in location and use of facilities; and in educational offerings and materials.



**Woodsville High School Mission Statement,
Core Values and Beliefs about Learning,
And
Academic, Civic and Social Expectation**

Vision

Engineering a better future by inspiring our students to become independent, life-long learners.

Mission

In keeping with its century-old tradition and sense of community, Woodsville High School values all students and provides them with diverse opportunities and a well-rounded education to help prepare them to become responsible, productive citizens in an ever-changing world beyond high school.

Core Values

The community, students and faculty believe these to be our core values and beliefs about what is most important in every student's education at Woodsville High School.

We are committed to the following beliefs about learning:

8. Students need to be able to apply knowledge that they have gained over their years of education to become:
 - a. Effective problem solvers who utilize creativity and critical thinking skills to reach solutions.
 - b. Respectful and honest individuals who take responsibility for their actions.
 - c. Effective communicators in speaking and writing.
 - d. Individuals who understand their role as socially responsible to the world around them.
9. All students will have an opportunity to be successful in their learning when
 - a. The school provides a safe and friendly atmosphere in which to learn and grow in all areas.
 - b. Our challenging curriculum provides opportunities for diverse experiences with high expectations for all students in all areas.
 - c. Our school provides opportunities to apply new knowledge to life opportunities and situations beyond the classroom walls.

Academic Expectations

All WHS graduates will...

1. Demonstrate skills in critical thinking and problem solving by showing ability to gather, assess and use information to make connections.
2. Be effective communicators, who will be able to use a variety of modes to express ideas.
3. Be practical learners who can recognize when and how to use current tools and technology.

Civic and Social Expectations

All WHS graduates will...

1. Contribute in a positive way to their school and community to demonstrate respect for self, others and their environment.
2. Take responsibility for their behavior and education as citizens in a democratic society.
3. Understand the concepts of taking responsibility for one's own actions and will accept the consequences of their actions.

Approved by: WHS Faculty 10/30/2013

Academic Expectations

All WHS graduates will demonstrate skills in critical thinking and problem solving by showing ability to gather, assess and use information to make connections.

4-Exceeding Competency	3- Meeting Competency	2- Partially Meeting Competency	1- Progressing Toward Competency
The student consistently demonstrates an accurate understanding of important information and is able to interpret significant concepts and uses relevant and accurate references.	The student often demonstrates an accurate understanding of important information to some extent and usually uses relevant and accurate references.	The student occasionally demonstrates a somewhat accurate understanding of important information focusing on a few ideas, making simplistic interpretations, and uses irrelevant or limited references.	The student rarely demonstrates a somewhat accurate understanding of important information due to lack of focus on key ideas presented, makes no interpretations or connections of information to the concepts and uses no references or references are inaccurate.

All WHS graduates will be effective communicators, who will be able to use a variety of modes to express ideas.

4-Exceeding Competency	3- Meeting Competency	2- Partially Meeting Competency	1- Progressing Toward Competency
The student consistently communicates effectively with clear understanding of audience, with clear purpose, and exhibits ideas that are developed in depth. Work is organized from beginning to end, displaying a clear focus and a fluent, logical, progression of ideas. Uses effective, vivid, explicit and pertinent details, with varied sentence structure. Written language demonstrates a command of the conventions of standard written English and uses approved documentation.	The student often establishes a purpose, demonstrates an awareness of audience and task, and develops ideas, but they may be limited in depth. Work is often organized and often has a clear focus. Student often uses appropriate details with clear and varied sentence structure with few grammatical errors. Often demonstrates a command of the conventions of standard written English and often uses approved academic documentation.	The student occasionally attempts to establish a purpose, demonstrates some awareness of audience and task, and exhibits rudimentary development of ideas. Uses incomplete or repetitious details and simplistic and repetitious sentence structure. Kind and number of errors is distracting. Inconsistent documentation of sources.	The student rarely establishes a purpose, demonstrates minimal awareness of audience and task, and does not develop ideas. Uses random or inappropriate details or none at all. Sentence structure and kind and number of errors are distracting or confusing. Student does not document sources.

All WHS graduates will be practical learners who can recognize when and how to use current tools and technology.

4-Exceeding Competency	3- Meeting Competency	2- Partially Meeting Competency	1- Progressing Toward Competency
The student consistently shows efficient and effective use of tools and technology to organize data, communicate creatively and independently, consistently demonstrates the ability to apply technology in new situations and understands and demonstrates the ethical use of technology to solve problems.	The student often uses tools and technology to organize data, communicate independently and demonstrates the ability to apply technology to solve problems in a responsible manner.	With occasional assistance, the student uses tools and technology to gather and communicate information and solve problems in an acceptable manner.	The student rarely uses tools and basic computer functions to gather information and communicate basic ideas even with direct assistance.

Civic and Social Expectations

All WHS graduates will contribute in a positive way to their school and community to demonstrate respect for self, others and their environment.

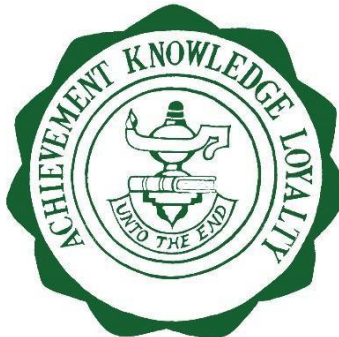
4-Exceeding Competency	3- Meeting Competency	2- Partially Meeting Competency	1- Progressing Toward Competency
The student consistently demonstrates respect for others, friendliness, maturity, and courtesy. Consistently uses appropriate language. Follows adult direction. Takes a leadership role in welcoming new students and intervening in situations where disrespect is exhibited by others.	The student often demonstrates respect for others, friendliness, maturity, and courtesy. Often uses appropriate language. Often follows adult direction.	The student occasionally fails to demonstrate respect for others, friendliness, maturity, and courtesy. Occasionally fails to use appropriate language. Occasionally fails to follow adult direction.	The student rarely demonstrates respect for others, friendliness, maturity, and courtesy. Rarely uses appropriate language. Rarely follows adult direction.

All WHS graduates will take responsibility for their behavior and education as citizens in a democratic society.

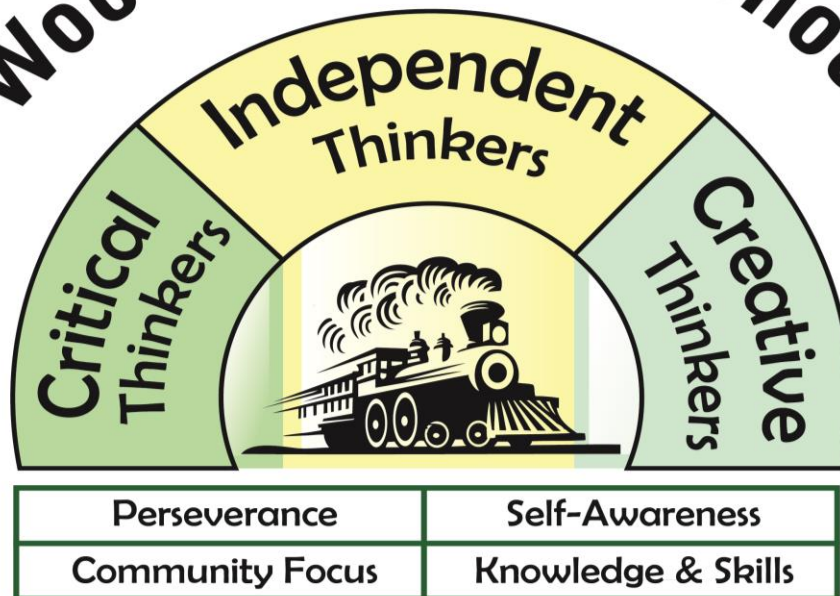
4-Exceeding Competency	3- Meeting Competency	2- Partially Meeting Competency	1- Progressing Toward Competency
The student consistently is a role model in the classroom and volunteers to assist other students who are experiencing difficulty in the classroom. Uses class time wisely. Consistently brings materials to class and completes homework on time.	The student often uses class time wisely. Often brings materials to class and completes homework on time.	The student occasionally fails to use class time wisely. Occasionally fails to bring materials to class. Occasionally fails to complete homework on time.	The student rarely uses class time wisely. Rarely brings materials to class. Rarely completes homework on time.

All WHS graduates will understand the concepts of taking responsibility for one's own actions and will accept the consequences of their actions.

4-Exceeding Competency	3- Meeting Competency	2- Partially Meeting Competency	1- Progressing Toward Competency
The student consistently follows school-wide and classroom rules and encourages others to do the same.	The student often follows school-wide and classroom rules.	The student occasionally fails to follow school-wide and classroom rules.	The student rarely follows school-wide and classroom rules.



Woodsville High School



Woodsville High School *Portrait of a Graduate*



Cognitive

Critical Thinkers:

A critical thinker analyses facts logically to make an informed judgement or decision.

Independent Thinkers:

An independent thinker has a sense of the world based on personal observations, perceptions, and experiences.

Creative Thinkers:

A creative thinker looks at problems and solutions with a fresh perspective to conceive of something new or original.

Character

Perseverance: A persistence in doing something despite difficulty or delay in achieving success.

Community Focus: A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

Self-Awareness: A conscious knowledge of one's own character, feelings, motives, and desires.

Knowledge & Skills: An awareness or familiarity gained by experience of a fact or situation.

Regular Day Bell Schedule

Green Day		White Day		<i>Riverbend Pick-up AM</i>
Doors Open	7:25	Doors Open	7:25	
Report to class	8:10-8:15	Report to class	8:10-8:15	
Block 1 8:15-9:33		Block 1 8:15-9:33		
Block 2 9:36-10:54		Block 2 9:36-10:54		<i>Riverbend Drop AM- 10:45</i>
Flex 1 10:57-11:17	Flex 1 10:57-11:17	Flex 1 10:57-11:17	Flex 1 10:57-11:17	<i>Riverbend Pick-up PM - 11:37</i>
Lunch A 11:17-11:37 (River Bend)	Flex 2 11:17-11:37	Lunch A 11:17-11:37 (River Bend)	Flex 2 11:17-11:37	
Flex 3 11:37-11:58	Flex 3 11:37-11:58	Flex 3 11:37-11:58	Flex 3 11:37-11:58	
Flex 4 11:58-12:18	Lunch B 11:58-12:18	Flex 4 11:58-12:18	Lunch B 11:58-12:18	
Block 3 12:21-1:39		Block 3 12:21-1:39		
Block 4 1:42-3:00		Block 4 1:42-3:00		<i>Riverbend Drop PM- 2:45</i>
Student Assistance	3:00-3:30	Student Assistance	3:00-3:30	

Early Release Day Bell Schedule

Green/White Day	
Doors Open	7:25
Report to class	8:10-8:15
<p>Block 1 8:15-9:17</p>	
<p>Block 2 9:21-10:23</p>	
<p>Block 3 10:27-11:29</p>	
Lunch A 11:33-11:55	<p>Block 4A 11:33- 12:04</p>
<p>Block 4 11:59- 1:00</p>	<p>Lunch B 12:06-12:28</p>
	<p>Block 4B 12:30-1:00</p>

Delayed Opening Bell Schedule

Green/White Day	
Doors Open	9:25
Report to class	10:10-10:15
Block 1 10:15-11:17	
Lunch A 11:21-11:43	Block 2A 11:27- 11:58
Block 2 11:47- 12:49	Lunch B 12:00-12:22
	Block 2B 12:24-12:49
Block 3 12:53-1:55	
Block 4 1:59- 3:00	

Part 1: Academic Rules and Regulations

Academic Grades and Work Study Practices

(*adapted in part from the Sanborn Regional School District)

All courses have an overall final course grade that is generated from academic grades that are recorded throughout the course. Academic grades are communicated separately from academic behaviors (also known as work study practices) on report cards and transcripts.

Academic Grades: Each course at Woodsville has specific *big ideas*, known as competencies. Course competencies answer the question: *What is it we want our students to know and be able to do?* Each competency is broken down into a subset of specific skills and learning targets known as performance indicators. Teachers give assessments throughout the course, linked to performance indicators which are then linked back to specific competencies. Students must receive a *passing* grade in each competency in order to receive credit for a course.

Work Study Practices: Throughout the year, teachers grade students on four work study practices in all courses at Woodsville. These practices measure communication, creativity, collaboration and self-direction. These are communicated separately on report cards and the final transcript.

Work Study Practices Rubric

	4-Exceeding Competency	3-Meeting Competency	2- Partially Meeting Competency	1-Progressing Toward Competency
<p>Communication</p> <p>I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.</p>	<p>I demonstrate all practices in the proficient category at a high level and/or consistently over multiple projects.</p>	<p><i>I demonstrate all of the following:</i></p> <ul style="list-style-type: none"> * I communicate effectively using multiple modalities. * I interpret information using multiple senses. * I demonstrate ownership of the work. 	<p>I demonstrate some but not all practices in the proficient category.</p>	<p>I demonstrate one or none of the practices in the proficient category.</p>
<p>Creativity</p> <p>I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.</p>	<p>I demonstrate all practices in the proficient category at a high level and/or consistently over multiple projects.</p>	<p><i>I demonstrate all of the following:</i></p> <ul style="list-style-type: none"> * I think originally and independently. * I take risks. * I consider alternate perspectives. * I incorporate diverse resources. 	<p>I demonstrate some but not all practices in the proficient category.</p>	<p>I demonstrate one or none of the practices in the proficient category.</p>

	4-Exceeding Competency	3-Meeting Competency	2- Partially Meeting Competency	1-Progressing Toward Competency
<p>Collaboration</p> <p>I can work in diverse groups to achieve a common goal.</p>	I demonstrate all practices in the proficient category at a high level and/or consistently over multiple projects.	<p><i>I demonstrate all of the following:</i></p> <ul style="list-style-type: none"> * I contribute respectfully. * I listen and share resources and ideas. * I accept and fulfill roles. * I exercise flexibility and willingness to compromise. 	I demonstrate some but not all practices in the proficient category.	I demonstrate one or none of the practices in the proficient category.
<p>Self-Direction</p> <p>I can initiate and manage my learning and demonstrate a "growth" mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.</p>	I demonstrate all practices in the proficient category at a high level and/or consistently over multiple projects.	<p><i>I demonstrate all of the following:</i></p> <ul style="list-style-type: none"> * I persevere in completing complex, challenging tasks. * I use self-reflection to complete work and goals. * I engage stakeholders to gain support. 	I demonstrate some but not all practices in the proficient category.	I demonstrate one or none of the practices in the proficient category.

Formative and Summative Assessments

Formative Assessments capture a student’s progress through the learning process and explain to what extent a student is learning a concept or skill. These assessments are considered *practice*, and therefore are weighted 10% of an overall course grade. Examples include class work, homework, and quizzes.

Summative Assessments are comprehensive, performance-based measures that demonstrate what a student knows and is able to do. These assessments are linked to one or more of the course competencies and are weighted 90% of the overall course grade. Examples include research projects, presentations, labs, writings, tests, simulations, and inquiry tasks.

Reassessment

We recognize that students learn at different speeds. Every effort is made to allow students the opportunity to demonstrate their understanding of concepts and skills to achieve mastery. These procedures advocate for students having the opportunity to truly grasp the learning of material through mastery of classroom work. All students may redo/retake a summative assessment to achieve competency. Students have two weeks (**except at the end of the semester when ALL work must be completed**) from the date of the initial assessment to develop a teacher-approved plan of relearning and complete the reassessment. (*Running Start & AP courses are excluded from this policy*).

- The teacher will require the student to provide a written or verbal plan of relearning before work can be redone.
 - Plans must be approved by the teacher before a redo/retake can occur. Relearning plans may include, but not limited to:
 - A calendar in which students list day-by-day what they will do to prepare for the redo
 - Day(s) they may stay late /arrive early to be re-taught the material by their teacher
 - Reflections

- Other additional requirements determined by the teacher
- Summative assessments may be retaken **no more than twice** if relearning requirements are not met **and the student does not meet** competency (“3”).
 - ⊖ **If the relearning plan has not been adequately followed, the teacher has the discretion to not allow a re-take until it has been, or when the two week window closes.**
- Once competency has been achieved on a summative assessment, the student may have one more redo to try to improve the grade. The student initiates the process by indicating a desire for a reassessment.
 - ⊖ This must be done within 5 school days and an appropriate relearning plan must be completed satisfactorily.
 - Students will be allowed one re-write for a summative essay
 - Drafts will be graded as a formative assignment
- Teachers reserve the right to give alternative versions of the original assessment for the redo/retake.

Grading Scale

4	The student consistently exceeds the competency requirements for the course level. Performance indicators show that the student, with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.	Exceeding Competency	Passing
3	The student consistently meets the competency requirements for the course level. Performance indicators show that the student, with limited errors, grasps key concepts, processes, and skills for the course level and understands and applies them effectively.	Meeting Competency	
2.5	The student is progressing toward meeting the competency requirements for the course level. Performance indicators show that the student, is beginning to grasp key concepts, processes, and skills for the course level but demonstrates inconsistent understanding and application of content.	Partially Meeting Competency- Course Credit	
2		Partially Meeting Competency- No Course Credit	Not Passing
1	The student is making some progress toward meeting the competency requirements. Performance indicators show that the student is not demonstrating understanding of course-level key concepts, processes and skills and requires additional time and support.	Progressing Toward Competency	
IWS	The student has not produced enough evidence to determine whether competency has been met or not.	Insufficient Work Shown	

Grading Scale Conversion for GPA & Transcripts

4 Pt.	%	4 Pt.	%
4	100	2.45	79
3.9	99	2.40	78
3.8	98	2.35	77
3.7	97	2.30	76
3.6	96	2.25	75
3.5	95	2.20	74
3.4	94	2.15	73
3.3	93	2.10	72
3.2	92	2.05	71
3.1	91	2.00	70
3.0	90	1.90	69
2.95	89	1.80	68
2.90	88	1.70	67
2.85	87	1.60	66
2.80	86	1.50	65
2.75	85	1.40	64
2.70	84	1.30	63
2.65	83	1.20	62
2.60	82	1.10	61
2.55	81	1.00	60
2.50	80	IWS	0

Mandatory Assessments and Deadlines

Students are expected to complete all major summative assessments in a timely manner. Students who refuse to complete an assessment on time will receive classroom and/or school-level disciplinary consequences. The grade for that assignment or the overall course will be recorded as Insufficient Work Shown (IWS) until the student completes the work. The teacher will work with the student and their parents to resolve the issue as soon as possible. Ten schools days after the assignment's due date, if the student does not submit the work, the grade for that assignment may remain, at teacher discretion, as an IWS and carry a weight of zero. All assessments must be complete by the end of the semester. This may impact both competency scores and the overall course grade. An IWS final grade equals no credit for a course.

One Term (Rolling) Grading

A student's final overall course grade is cumulative over the entire length of a course; it is not an average of quarter grades.

Learning Trend

It is a student's most recent work that is the best indicator of how well they have learned a concept or skill. For this reason, competency grades give higher weight to more recent work. This calculation is performed separately so as not to impact the overall course grade. This model is called a learning trend, and it is used when four or more assignments have been linked to a competency. If fewer than four distinct assignments have been linked, the competency grade will be computed using a simple average. Most students find that their competency grades are computed using a simple average for the first part of the school year until more assignments have been entered into the grade book which triggers the learning trend model to kick in.

Receiving Course Credit

A student will receive credit for a course when both of the following two conditions have been met:

- They receive a passing overall course grade (numerical grade of 2.5 or higher),
- They receive a passing grade for each competency (grade of PMC, MC, or EC).

If one or both of these conditions are not met, the student will need to do credit or competency recovery. Both of these programs are managed by a guidance counselor who works with the teacher for the course.

Credit Recovery: If a student does not receive a passing overall course grade, they will have to recover the credit for that course by repeating it either at Woodsville or by registering for an approved online program.

Competency Recovery: If a student does not receive a passing grade on one or more of the competencies for that course, they will receive a final course grade of Not Yet Competent (NYC) and they will need to recover each failed competency using an alternative method such as an online module or a teacher-directed project. Once completed successfully, the NYC grade will be replaced with the actual final course grade earned and the competency recovery will be noted in the transcript.

Cheating is if a student furnishes or receives information from someone other than the instructor during tests, examinations, or certain assignments, he/she will receive a "0" for that work and be disciplined for cheating.

Plagiarism, which is, according to Webster's Ninth New Collegiate Dictionary, "the stealing and passing off as one's own the ideas or words of another." The use of online translators falls under this last statement, since that work is not one's own.

It is expected that all assignments submitted to classes be solely the student's own work. A student will, therefore, in no way, either partially or wholly copy from another source without **proper credit** to the source. Without proper credit to the source, it will be considered plagiarism. Sources include but are not limited to websites, peers, publications, or online translators. It is the student's responsibility to check with the teacher regarding the proper citation of sources.

First time offenders will have the opportunity to participate in a one hour educational session with a designated Woodsville High School faculty member. The session will cover what constitutes plagiarism, how to properly craft in line citations, and work cited entries. The session will also cover paraphrasing and note taking techniques.

The student will have the choice to participate in the next scheduled educational session. A student who chooses to forgo this opportunity or fails to attend the scheduled session will be assigned an In School Suspension. If a student chooses not to participate in the educational session the student will serve an In School Suspension the next school day. A student who agrees to attend a session but fails to attend will be assigned an In School Suspension the next school day.

The educational session will only be offered to first time offenders. Repeat offenders will not be given the opportunity to participate in the educational session, and they will serve a one day Out of School Suspension.

Credit and Graduation Requirements

1 full unit of credit is earned for successfully completing, with a grade of 2.5 or better, one semester-long 78-minute class.

1/2 unit of credit is earned for successfully completing, with a grade of 2.5 or better, one quarter-long 78-minute class that meets every other day.

All students will enter WHS with the expectation that they are working toward a Woodsville High School Academic Diploma, which requires 27 credits accrued through successful completion of the specific course work outlined below.

• English	4 Units
• Mathematics	4 Units
• Science – Physical Science, Biology, and one elective	3 Units
• Social Studies – US History, World, Government/Civics	3 Units
• Economics*	.5 Unit
• Physical Education	1 Unit
• Vocational Education	1 Unit
• Computer Literacy –Keyboarding proficiency plus Computer Apps and/or Advanced Computer Studies	1 Unit
• Fine Art	.5 Unit
• Health	.5 Unit
• Electives ***	8.5 Units

* Students may take Economics or Personal Finance for this credit. ** (Students beginning with the Class of 2022 must take both Personal Finance and Economics)

*** Electives include any courses from the school curriculum guide that are not already being used to meet other distribution

requirements.

Students who during sophomore year and beyond challenge themselves with a college-preparatory or higher level curriculum in core classes distributed over course work outlined as follows, and who complete their high school career with 27 or more credits and no failing final grades will be deemed **New Hampshire Scholars** and awarded a **Woodsville High School Academic Diploma with Distinction**. *After careful review of policies and procedures at other high schools and colleges throughout New England, Woodsville High School has elected not to weight grades, but instead to select the top four achieving students from among the candidates for the Diploma with Distinction.*

• English	4 Units
• Mathematics	4 Units
• Science – Physical Science, Biology, and 2 electives with lab	4 Units
• Social Studies – US History, World, Government/Civics	3 Units
• Economics	.5 Unit
• World Language	2 Units
• Physical Education	1 Unit
• Vocational Education	1 Unit
• Computer Applications –Keyboarding proficiency plus Computer Apps and/or Advanced Computer Studies	1 Unit
• Fine Art	.5 Unit
• Health	.5Unit
• Electives ***	5.5 Units

*** Electives include any courses from the school curriculum guide that are not already being used to meet other distribution requirements.

Students who are judged at risk of not successfully completing Woodsville High School's graduation requirements after at least two years of traditional study may be offered the option of pursuing an alternative diploma which would allow them to graduate from high school by acquiring the **20 credits** necessary to meet **New Hampshire's Minimum State Requirement for a High School Diploma** (outlined as follows).

• English	4 Units
• Mathematics	4 Units
• Science – Physical Science, Biology	2 Units
• Social Studies – US History, World, Government/Civics	3 Units
• Economics*	.5 Unit
• Physical Education	1 Unit
• Vocational Education	1 Unit
• Computer Applications –Keyboarding proficiency and/or Computer Apps	.5 Unit
• Fine Art	.5 Unit
• Health	.5 Unit
• Electives ***	3 Units

* Students may take Economics or Personal Finance for this credit. ** (Students beginning with the Class of 2022 must take both Personal Finance and Economics)

*** Electives include any courses from the school curriculum guide that are not already being used to meet other distribution requirements.

Students offered the 20-credit diploma option must be deemed at risk, must have a solid goal for after graduation, as well as employability skills acquired through current vocational-technical training or work experience, and must go through an application and interview process with administration. The 20-credit diploma is not an early completion or early graduation option; it is an option for at-risk students.

Early Graduation

Students wishing to complete all requirements for a Woodsville High School Academic Diploma by the end of their junior or third year must submit an application justifying the request and outlining the plan for completing all 27 required credits to the Principal by May 1st of the sophomore year.

Enrollment and Diploma Policies

With the exception of district students who are enrolled in an approved alternative placement, or students who have returned to WHS for a fifth year to complete one to two courses necessary to obtain a diploma, all students seeking a Woodsville High School diploma must be enrolled as full-time students at Woodsville High School. A full-time student is defined as one who is enrolled in a full day of programming at Woodsville High School or a full-day in combination with another pre-approved and contracted educational provider, such as River Bend Career and Technical Center. Only full-time students will be considered for inclusion on the Principal’s List or Honor Roll.

A student who has been a full-time student at Woodsville High School but who because of special circumstances, health reasons or pre-approved extended learning opportunities cannot fully complete his/her senior year at Woodsville High School can appeal to the administration for the privilege of receiving a Woodsville High School diploma or marching with the respective class at graduation if he/she can present a detailed and documented plan for meeting specific graduation requirements via pre-approved options prior to graduation.

Students who transfer credits in from other high schools, approved home-school programs, and/or other accredited secondary or post-secondary institutions to count toward WHS graduation requirements must be enrolled as full-time students (as defined above) at Woodsville High School for their final three consecutive quarters in order to be ranked within their class.

The traditional top four honors students for the graduating class will be selected from those full-time students meeting the criteria for an Academic Diploma with Distinction and the New Hampshire Scholars program. The class valedictorian and salutatorian shall be the student with the highest grade point average provided he/she completed at least six (6) quarters in residence at the high school, three (3) of which were in the senior year.

To enroll at Woodsville High School as a full-time or diploma-seeking student, transferring students must present an official transcript from an approved or accredited high school or home-school program. This transcript will then be reviewed to assess transferable credits. WHS reserves the right to deny the acceptance of any credit or competency that cannot be substantiated.

District students who are placed in alternative programs that provide a structured educational curricula (e.g. King Street, Becket) can apply to receive a Woodsville High School diploma as long as they can document that they have met the specific WHS graduation requirements.

All graduation requirements must be met and successfully completed/graded by the end of the school day on the Friday before Baccalaureate in order for a student to participate in graduation ceremonies with his/her class.

It is not Woodsville High School policy to allow a student to take outside course work to replace a class that is offered at WHS. Exceptions to this policy may be made on a case by case basis. Enrollment in any outside course(s) must be pre-approved. If not pre-approved, the course(s) will be counted for elective credit, but will not be considered as meeting diploma distribution requirements.

A full-time Woodsville High School student can transfer in outside credits to apply toward graduation requirements as long as the requisite course has been pre-approved, aligns with WHS standards, and is provided by an accredited agency or institution. The credit awarded and the numerical grade earned will be reflected on the WHS transcript and will be included in the student's GPA.

Credit-recovery, correspondence, or on-line courses not taught by a credentialed school or instructor will be graded on a P/F basis and not figured into the student's GPA; however, the grade will have an impact on consideration for the school's honor roll system if the actual grade in the class is less than the standard 3.0 or above required for honor roll.

Special Graduation Titles

At the end of grade 12, the top four honors are awarded to the students who have a class rank of 1 (valedictorian), 2 (salutatorian), 3, and 4 respectively in their graduating class. The following titles are awarded at graduation to any student who meets one of the following sets of criteria:

- Summa Cum Laude: Cumulative GPA of 4.0
- Magna Cum Laude: Cumulative GPA of 3.8-3.9
- Cum Laude: Cumulative non-weighted GPA of 3.5-3.7

Promotion

The standards for promotion to the next grade level are as follows:

Sophomore status:	5 credits plus successful completion of one unit in English
Junior status:	12 credits plus successful completion of a second unit in English
Senior status:	Passed English during the previous year and can successfully complete the remaining graduation requirements within the regular upcoming school year.

Credit- Recovery

To be eligible for credit-recovery in summer school or through the Distance Learning Lab (DLL) a student must have completed the seat-time in a class but failed the course with a **1.7** or better.

The **Distance Learning Lab** is a supervised computer laboratory that allows WHS students to use school time to recover credits, earn credits in classes that are not offered at Woodsville High School (or that present scheduling conflicts), or to take on-line enrichment classes. Currently, students cannot enroll in more than one class period of DLL per semester and, if enrolled in OdysseyWare, can work on lessons and projects at home, but must take all test and quizzes under supervision. Students enrolled in a DLL class who finish before the end of the semester will be required to begin another DLL class until the semester ends.

Drop/Add Policy

Once classes have started, students will only be allowed to drop or add a class at the teacher's recommendation or the discretion of the school administration. Schedule changes will only be made with the approval of the student, parent/ guardian, and instructor. Students adding classes should make the change before the tenth hour of class meeting time and will be required to make-up any missed work in a timely manner.

Examinations

Assessments will be given in every academic subject at the end of each semester during regularly scheduled class time.

Graduation Participation

Students who are aware that they will not meet graduation requirements prior to the scheduled date of graduation will not be permitted to participate in any commencement exercises from that point on, nor receive a diploma until requirements have been met. A diploma for that particular graduation year will only be issued if the requirement is fulfilled before the start of the next academic year.

Home-Schooled Students

To enroll at WHS as full-time diploma-seeking students, home-schooled students must present an official transcript from an approved or accredited home-school program. This transcript will then be reviewed to assess transferable credits. WHS reserves the right to deny the transfer of any credit or competency that cannot be substantiated.

Home-schooled students wishing to enroll in classes on a part-time basis at WHS must abide by all WHS rules and regulations, including attendance, while on campus at WHS. They will not be considered WHS students, but must, for safety and health reasons, provide emergency contact information and a copy of immunization records to the school nurse. Home-schooled students will be seen as choosing to enroll in classes at WHS only for enrichment purposes. They will not receive WHS credit. They will receive a Pass/Fail grade plus a "Certificate of Completion" upon serving successful seat-time in a course. Students wishing to receive credit for classes taken at WHS must go through whatever process is necessary to have the credit reflected on their home-school transcript.

Honor Roll and Principal's List

An honor roll is posted at the end of each semester. The Principal's List recognizes any student who has attained at least a 3.5 in all academic subjects for the marking period. Honors are awarded to any student who has attained at least a 3.0 in all academic subjects for the marking period. **Students must also have no more than one grade lower than a 3.0 in Work/Study Habits grades.** Students with an IWS at the end of a marking period are ineligible for Honor Roll or Principal's List.

Parent/Guardian Teacher Conferences

Teachers are available for parent/guardian conferences during the school year by appointment. We encourage you to take advantage of this opportunity to discuss your child's/children's progress.

Progress Reports/Report Cards

A student will be issued a progress report eight times in each academic year, two of which are report cards (P4 & P8). Neither parental signature nor the return of the report card is required. Final report cards will be mailed to parents from the school approximately one to two weeks after school has ended for the year.

Promotion and Graduation

Promotion and graduation are not automatic; they are earned. A student will not be promoted and will not graduate if he/she does not meet the academic and graduation requirements of WHS.

Study Hall

Study Halls are a component of FLEX Block and are for studying purposes. Each student is expected to bring sufficient work to keep busy for the entire block. A study hall is not a social period or a time for napping. HOMEWORK that is assigned daily in all academic subjects has several functions:

- To reinforce skills learned in the classroom.
- To review and summarize material learned.
- To prepare for quizzes and tests.
- To complete long-term assignments.

Time in study hall is available for some of this work but such time is not always sufficient to do all of it. It is recommended that each student study at least two (2) additional hours every day outside of school time in order to maintain a satisfactory academic standing. **All students who sign up for a study hall are responsible for having materials to keep them busy. Every student is encouraged to have some sort of reading material at all times. Failure to stay on task during study halls will result in disciplinary action being taken by the teacher and /or administration.**

Part 2: Conduct Policies

Woodsville High School Code of Student Conduct

The purpose, or goal, of the Code of Student Conduct is:

- To provide an atmosphere in which learning can best take place.
- To assure the welfare and security of all members of the school community.
- To provide staff with a resource for encouraging academic and social responsibility.
- To provide a structured means of equitable and fair treatment of students when dealing with disciplinary problems.
- To avoid punishing the majority of students for the acts of the minority.
- To assure students the right to be informed of the rules, regulations, and procedures by which the school is governed.

Student Rights

- The privileges and rights of all students shall be guaranteed without regard to race, religion, gender, creed, sexual orientation or national origin.
- All students have the right to receive an education.
- All students have the right to attend school in the district in which they reside or as assigned by the School Board.
- All students have the right to expect that the school will be a safe and healthy place to gain an education.
- All students have the right to be informed of the school rules and procedures by which the school is governed.
- All students, in matters of discipline are entitled to treatment that is fair, consistent, and appropriate to the action or offense.
- All students have the right of due process in disciplinary matters resulting in suspension from school.
- All students shall have the right to peaceably advocate change of any law, policy, or regulation.

Students may present complaints to teachers or administration. Adequate opportunities shall be provided for students to exercise this right through channels established for considering such complaints.

Student Responsibilities

- All students have the responsibility to attend school daily and to be punctual reporting to class.
- All students have the responsibility to assist the school staff in running a safe and healthy school environment.
- All students have the responsibility to apply themselves to their school work, complete assignments on time, respect school property, conduct themselves properly, and to be willing to work for self-improvement.
- All students have the responsibility to be aware of all rules and regulations for student behavior and to conduct themselves in accordance with these rules and regulations.
- All students have the responsibility to dress and appear in a manner that is both neat and clean, and which does not create a distraction for himself/ herself or others.
- All students are responsible for exercising their rights of due process and to pursue their grievances according to the orderly process established by the school for those purposes.
- All students exercising their rights to freedom of expression through speech, assembly, petition and other lawful means must not interfere with the rights of others. Freedom of expression may not be utilized to present material that is obscene or slanderous, or to defame character, or advocate violation of federal, state, and local laws, or official school policies, rules, and regulations.

Disciplinary Responsibilities

Administration

The responsibilities of the administration in dealing with student discipline should include one or more of the following steps:

- Conference with student.
- Conference with referring teacher (if applicable).
- A joint conference of student, teacher, administration (if warranted).
- Contact of parent/guardian via phone or notice.
- Assignment of general detention or punishment fitting the infraction.
- Social probation (removal) from extracurricular activities.

- Suspension up to five (5) days in-school- all missed work is required to be made up in a timely fashion
- Suspension up to ten (10) days out-of-school - all missed work is required to be made up in a timely fashion
- Referral to Superintendent of Schools for suspension of up to twenty days.
- Referral to School Board for suspension of more than twenty days or for expulsion from school.
- Student suspended from River Bend Career and Technical Center will also be suspended from academic classes at WHS as a reciprocal policy.
- Possible police notification depending on the infraction.

Classroom Teacher

Detention may be assigned at the discretion of a teacher for any unacceptable student conduct. Each student fully understands that any staff member at WHS has the authority and the responsibility to correct misconduct at any time. Teachers will assign initial detention for minor infractions. Teachers will attempt to notify parents/guardians if a detention is given.

Disciplinary action on the teacher's part should include the following:

1. Warning/reprimand of the student.
2. Parent/guardian contact via phone or mail.
3. A half-hour teacher detention with 24 hours' notice to the student.

All three steps should be taken depending on the infraction.

Teachers may make referrals to the administration via discipline report forms regarding those students who have not responded to disciplinary action. Teachers sending students to the office for immediate attention by the administration should notify the office that the student has been removed from the class AND follow up with a discipline report ASAP. Teachers may also refer to the administration students who violate school rules at school- sponsored functions and on school grounds before, during, and after school even though the student may not be under his or her direct supervision.

Disciplinary Actions

Administrative Detention

Detention is Monday through Friday of each week from 3:00 – 4:00 P.M. Detention will be held in the library as designated by administration. Failure to report to detention will result in automatic In-School Suspension (ISS). Students may be assigned detention by an administrator for tardiness, disciplinary reasons, or for being removed from a classroom by a teacher. A student receiving detention is given one (1) days' notice and is expected to make arrangements to stay on the following day. Transportation is not the responsibility of WHS. Study Hall standards prevail at all times in detention areas. All disciplinary rules and regulations shall apply to all students at Woodsville High School. However, the consequences for student infractions will function on a continuum. Repeated infractions will result in more severe consequences. Students on different levels of a continuum may receive different consequences for similar offenses.

Repeat Offenders

Students who have completed the last day of Out-of-School Suspension (OSS) may be required to meet with the Superintendent of Schools, or her designee, accompanied by their parents/guardians before they are allowed to return to school.

Suspension from School

Students who receive an ISS or OSS are required to complete all missed work and submit it to their teachers in a timely fashion. A suspended student will not be allowed to participate in, or attend, any school activities or functions until the day of his/her return to school. Parents/Guardians may be required to accompany their child to school in order to readmit their student after OSS.

The administration is authorized to use an ISS in place of OSS when it is determined that such action is in the best interest of the school and student. Parents/Guardians will be notified when students are under suspension. A student serving an ISS shall be isolated from their peers and will not be allowed to participate in or attend any school activities or functions until he/she serves his/her period of suspension.

Behavior Expectations

Acceptable Use Policy

Definition

The definition of "information networks" is any configuration of hardware and software, which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services

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

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

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.
2. Information networks will be used for the purposes of research, education, and school-related business and operations.
3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unacceptable Use

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

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.

5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses a network to access inappropriate materials.
10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.

School District Rights

The District reserves the right to:

1. Monitor all activity. Notwithstanding FERPA and other related laws, students have no expectation of privacy regarding their use on the school district computer network.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what is appropriate use.
5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Code of Conduct

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

1. Protect their Internet log from information from others.
2. Respect the privacy of other users. Do not use other users' passwords.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.
4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
5. Treat information created by others as the private property of the creator. Respect copyrights.
6. Use any network in a way that does not disrupt its use by others.
7. Do not destroy, modify or abuse the hardware or software in any way.
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.
9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.
10. Do not use the Internet for commercial purposes.

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

Electronic Device Policy

WHS is committed to creating a learning environment that optimizes student achievement. With that said, we realize the ever increasing importance of electronic devices in our society and the potential benefits associated with using them in our classrooms. We are also conscious of their ability to distract the owner and the potential for mis-use during the school day. As such:

- Students will be allowed to have electronic devices such as cell phones, iPads, **Smart Watches** or other similar devices for **educational activities at the discretion of the classroom teachers only**. Otherwise:
 - **Students are not to have their devices on their person during class time. Devices must be left in the cell phone holder provided in each classroom or in the student's locker.**
 - **Devices are not to leave the holder until the end of the class period (i.e. the student may not sign out to use the rest room and take their phone with them).**
- If a student fails to comply with the above, the following steps will be taken:
 - 1st offense- Student will be directed to put the device **in the holder** by the classroom teacher
 - 2nd offense- Student will surrender the device to the classroom teacher for the remainder of the period
 - 3rd offense- Student will surrender the device to the classroom teacher, who will send it to the Dean of

Students. The Dean of Students and the student will process the issue at the end of the day and the device will be returned to the student. Additional consequences may be issued at this time.

- 4th offense- Student will surrender the device to the classroom teacher, who will send it to the Dean of Students. The Dean of Students and the student will process the issue at the end of the day and the device will be returned to the student's parent/guardian. Additional consequences **will** be issued at this time.
- Failure to adhere to the above procedure will result in an office referral for insubordination and refusing to comply with the reasonable request of a staff member. Consequences will be applied with regard to the student's placement on the disciplinary continuum. **(Please note that the corridors are monitored by cameras and students observed using cell phones during class time in the hallways will be subject to disciplinary consequences).**
- Electronic devices are very expensive and fragile. Students have the sole responsibility for these devices. WHS will not be responsible for or investigate any damage, loss or theft of these items.

Bullying and Harassment Policy

Statement of Purpose, Intent and Scope

All pupils have the right to attend school and school-sponsored activities that are safe, secure and peaceful environments. Pupils should be protected from all forms of physical, emotional, and psychological bullying and cyberbullying.

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.

It is the intent of this policy to protect children from physical, emotional and psychological harm by addressing bullying and cyberbullying of any kind in our district/school, and to prevent the creation of a hostile educational environment. All pupils are protected under this policy, regardless of their legal status.

This policy applies to pupils, school district employees, regular school volunteers, coaches, and persons who have contact with pupils in connection with school classes, activities and programs. Bullying and cyberbullying outside of school activities or off school premises is subject to this policy as set forth herein.

Bullying, Cyberbullying and Retaliation Prohibited

It shall be a violation of this policy to engage in, or cause others to engage in, the bullying or cyberbullying of a pupil.

It shall be a violation of this policy to engage in retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying.

There shall be disciplinary consequences or interventions, or both, for a person who commits an act of bullying or cyberbullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy.

Definitions

"Bullying" 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:

- physically harms a pupil or damages the pupil's property;
- causes emotional distress to a pupil;
- interferes with a pupil's educational opportunities;
- creates a hostile educational environment; or
- substantially disrupts the orderly operation of the school.

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

"Cyberbullying" means conduct defined in paragraph 1 of this section, undertaken through the use of electronic devices.

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

"Perpetrator" means a pupil who engages in bullying or cyberbullying.

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

"Victim" means a pupil against whom bullying or cyberbullying has been perpetrated.

Actionable Incidents of Bullying or Cyberbullying

"Bullying" or "cyberbullying" shall occur when an action or communication as defined in the above "Definitions" section:

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

Reporting

A pupil may report bullying or cyberbullying to any school district employee or agent.

Any school employee or agent who receives a complaint of bullying or cyberbullying, or is otherwise aware of such conduct, must immediately report it to the principal.

The principal or a designee must report the incident to the parents or guardians of both the alleged victim and perpetrator within 48 hours of the report, and in a manner that protects the child's privacy rights, unless the superintendent grants the principal or his designee a parental notification waiver in writing after determining that a waiver is in the best interests of either the alleged victim or perpetrator.

The principal or designee must promptly report all substantiated incidents of bullying or cyberbullying to the superintendent or designee.

Within ten (10) school days of completion of an investigation of alleged bullying or cyberbullying, the principal or designee shall provide a written communication to the parents or guardians of the victim and perpetrator regarding the school's remedies and assistance, within the boundaries of applicable law.

The school district shall annually report substantiated incidents of bullying or cyberbullying to the Department of Education using the Department's standard form. Such reports shall not contain any personally identifiable information pertaining to any pupil.

Investigation

The principal or designee must initiate an investigation within five (5) school days of the reported incident of bullying or cyberbullying. The investigation shall be completed within ten (10) school days of the reported incident, and should include speaking with the alleged victim, alleged perpetrator, known witnesses, and reviewing other evidence available through reasonable good faith efforts. The results of the investigation shall be documented in writing and preserved in accordance with laws governing retention of educational records.

The superintendent or designee may grant in writing an extension of the time period for the investigation and documentation of reports for up to an additional seven (7) school days, if necessary. The superintendent or superintendent's designee shall notify in writing all parties involved of the granting of an extension.

Remediation and Discipline

The principal or designee shall develop a response to remediate any substantiated incident of bullying or cyberbullying, including but not limited to imposing discipline, if appropriate, to reduce the risk of future incidents and to offer assistance to the victim or perpetrator, if appropriate. When indicated, the principal or designee shall recommend a strategy for protecting all pupils from retaliation.

Appeal/Due Process

For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the principal's decision to the superintendent in writing within five (5) school days. The superintendent shall review the principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education Administrative Rules.

School Bus Audio/Video Recordings

The owner or operator of a school bus may make an audio recording in conjunction with a video recording of the interior of the school bus while students are being transported to and from school or school activities, provided that the school board authorizes audio recording, the school district provides notification of such recording to the parents and students as part of the district's pupil safety and violence prevention policy, and there is a sign informing the occupants of such recording prominently displayed on the school bus.

How to Deal With Bullying

The administration, teachers, guidance department and support staff are committed to providing a safe learning environment at Woodsville High School. Bullying is clearly at odds with this goal, and, therefore will not be tolerated at WHS. However, we cannot do anything to prevent bullying if we do not know about it.

What to DO if you are bullied:

- Do get real about bullying and how it makes you feel.
- Do learn to say and believe good things about yourself.
- Do speak confidently when telling a bully not to bother you
- Do work on developing at least one good relationship with a classmate, neighbor, teacher or older mentor.
- Do walk or run away if a bully tries to hurt you.

If it feels safe, try to STAND UP to the person who is bullying you or for the person that is being bullied. If the person who is bullying you thinks you won't do anything about it, they are more likely to keep picking on you. This doesn't mean you should fight back or bully them back. Instead, tell the person bullying you that you don't like it and that they should stop! Keep it simple. You might just say, "**STOP!**" and then walk away. If possible, try to talk to them in a calm voice, because people who bully like to see that they can make you upset, if you don't act upset they will tire of it and leave you alone. If you're afraid to talk to the person who is bullying you by yourself, then you should ask someone else to be there with you. Bullies are more likely to listen, and less likely to bully you, when you're with someone and not alone. If you're not comfortable standing up to someone who has bullied you, that's definitely OK! Just walk away. But be sure to tell an adult!! You don't need to deal with this alone!!

Stay in a group: Kids who bully like to pick on kids who are by themselves a lot because it's easier and they're more likely to get away with their bad behavior. If you spend more time with other kids, you may not be an easy "target" and you'll have others around to help you if you get into a difficult situation!

If you are being bullied on-line, don't reply: Replying may actually make the bullying worse. Instead, be sure to tell a family member or another adult you trust. If possible, block any more communications from this person.

(For example, it might be a good idea only to accept messages from people you know.) Save evidence of the bullying. If you get a nasty e-mail, print it out or save it so that you can show it to an adult.

Join Clubs/Activities: Join clubs or take part in activities where you'll meet other teens. Sometimes, it can help to join clubs or take part in activities that interest you. Think about joining a sports team, taking an art class, or joining a club for example. You can meet other teens who share your interests and you might make some good friends!

If you are being bullied - Always tell an adult: It's hard to talk about serious things with adults sometimes, but they can help put a stop to bullying. Tell an adult that you trust and can talk to: your parents, a teacher, guidance counselor, your coach, your neighbor. If you've already told an adult, and they haven't done anything about it, tell someone else. If you're afraid to tell an adult that you have been bullied, get another person such as a friend or a sister or brother to go with you. Having someone else there to support you can make it less intimidating. Tell the adult exactly what has happened, who did the bullying, where and when it happened, how long it's been happening to you, and how it has made you feel. If you talk with an adult at your school, ask them what they will do to help stop the bullying. It is their job to help keep you safe. Most adults really care about preventing bullying and will do everything they can to help you.

What NOT to do if you are bullied: Don't think it's your fault and don't believe the insults about you. Nobody deserves to be bullied! Don't fight back or bully a person back. This probably won't make things any better and it might get you into big trouble. Besides, you should try to act better than the person who bullies you. Don't keep it to yourself and just hope the bullying will "go away." It's normal to want to try to ignore bullying and hope that it will stop—or hope that the person will start to pick on someone else. But, often, bullying won't stop until adults and other kids get involved. So, be sure to report the bullying. Don't skip school or avoid clubs or sports because you're afraid of being bullied. Missing out on school or activities that you enjoy isn't the answer. You have a right to be there! Don't think that you're a "tattle tale" if you tell an adult that you've been bullied. Telling is NOT tattling! It's the right thing to do. Don't get into a fistfight with a bully or try to retaliate in other ways. Don't hurt yourself. Some kids who are bullied get so sad and depressed that they may try to hurt themselves because they think there is nothing else they can do. This definitely isn't the answer. Talk with an adult immediately and tell them how you are feeling. They can help stop the bullying. Don't overestimate how much power a bully has over you. Don't waste time in places online where bullies target you. Don't be afraid to think of new ways to solve the conflict.

How to REPORT bullying or harassment at WHS:

- **Write it down: who, what, where and when**
- **Find witnesses**
- **Report the bullying or harassment, immediately, to an administrator, guidance counselor, teacher, or other staff member at Woodsville High School**

What is the **HARM** in being a bystander?

- Bullies feed off the power they have over a victim. By not intervening when you witness bullying or harassment, you are passively condoning and supporting the behavior, which gives the bully an even stronger sense of power and might lead to an increase in bullying

You can stop bullies in their tracks by:

- Refusing to participate, even passively, in bullying behavior, not laughing at or accepting comments that make fun of or hurt others
- Telling the bully on the spot that the behavior is wrong and makes you feel uncomfortable
- Standing up for the victim

Do YOU bully or harass others? If you're not sure if what you're doing is really bullying, or harassment, then think about how you treat others: If you are hurting or threatening others in some way and using your size, strength,

power or popularity to do it ... you're probably bullying someone!

Think about what you're doing ... and how it affects others. If you think calling others names is really funny, or if you think pushing, hitting or stealing from others is harmless, you've forgotten what it feels like to be hurt yourself! Teasing, hitting, keeping others out of a group - all of these things can hurt someone. All of us have been hurt at one time or another and we all know how it feels! So the next time you are about to bully someone:

- **Think about how it must make them feel**
- **Don't do it.**
- **AND get yourself some help!!**

Making other people feel badly should never make you feel good. If it does, or if you're not really sure why you bully others, you need to talk to someone about it. Whether it is your parent, a teacher, a coach, a club advisor, guidance counselor or another trusted adult, you should tell someone how you've been acting so that they can help you deal with it and how to change the way you treat others.

Work Cited: Olweus, Dan. Bullying at School: What We Know and What We Can Do. Cambridge, MA: Blackwell Publishing, 1993. Bitney, James and Title, Beverly. **No-Bullying Program: Preventing Bullying at School** Hazelden Foundation. 2001. Center City, MN. Watson, Heidi. "Governor Urges Legislature to Act on Anti-Bullying Legislation". Michigan.gov. 21 March 2006. <http://www.michigan.gov/gov/0,1607,7-168-39899_39903-138876--,00.html>. Take Action Against Bullying. Bully Beware: Bully B'Ware Productions.

<<http://www.bullybeware.com/>>. Olweus, Dan. Bullying at School: Understanding Children's Worlds. Blackwell Publishing. Victoria: Australia, 1993. Special thanks to Wall High School, Wall Township NJ Anti Bullying Policy

A Word about Bullying Procedures at WHS

The administration, teachers, guidance department and support staff are committed to providing a safe learning environment at Woodsville High School. Bullying is clearly at odds with this goal, and, therefore will not be tolerated at WHS. However, we cannot do anything to prevent bullying if we do not know about it.

Having said that, I think it is important that everyone involved in the process (teachers, students and parents) understand what the school can and cannot do about bullying. It is also important to understand that the investigations and any subsequent action by administration is prescribed by both **State RSA 193:13** and **HCS D Policy JICK** and are not simply the whim of the administration or the school.

Criteria for Bullying:

Not all negative interactions between students qualify as "bullying". Sometimes they are simply disagreements between students where, though unfortunate, both are mutually involved in a conflict. Whomever "did it first" or "started it" is not a factor if the other party is similarly engaged.

In order to meet the criteria for bullying we must have 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:

- Physically harms a pupil or damages the pupil's property;
- Causes emotional distress to a pupil;
- Interferes with a pupil's educational opportunities;
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

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

Bullying Report Procedures:

- A teacher, counselor, nurse or any other staff member receives a report of an alleged case of bullying.
 - This must be **immediately** reported to the building Principal or designee (The Dean of Students is the designee to receive bullying reports at WHS).
- The principal or a designee must report the incident to the parents or guardians of **both** the alleged victim and perpetrator within **48 hours of the report**, and in a manner that protects the child’s privacy rights. Anything that could potentially be considered “criminal” would be reported to the police (simple assault, criminal threatening etc.).
- The principal or designee must initiate an investigation within **five (5) school days** of the reported incident of bullying or cyberbullying.
- The investigation must be completed within **ten (10) school days** of the reported incident.
 - Should include:
 - Speaking with the alleged victim
 - Speaking with the alleged perpetrator
 - Who is entitled to due process under law
 - Speaking with known witnesses
 - Reviewing other evidence available through reasonable good faith efforts.
 - The results of the investigation shall be documented in writing and preserved in accordance with laws governing retention of educational records.
- Upon the completion of the investigation, the principal or designee must promptly report all **substantiated** incidents of bullying or cyberbullying to the superintendent or designee.
- **Within ten (10) school days of completion** of an investigation of alleged bullying or cyberbullying, the principal or designee shall provide a written communication to the parents or guardians of the victim and perpetrator regarding the school’s remedies and assistance, within the boundaries of applicable law.
- The parents of the pupils involved in the bullying shall have the right to appeal the principal's decision to the superintendent in writing within **five (5) school days**.
- The superintendent shall review the principal's decision and issue a written decision within ten **(10) school days**.
- If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within **ten (10) school days** of the superintendent's decision.
- The School Board or its designee will inform parents of their right to appeal to the New Hampshire State Board of Education.

So, from the initial report of alleged bullying to the appeals process, this can run up to **52 days**. Even longer if the students are unavailable for interview and extensions need to be provided under the authority of the Superintendent. During this time, and even afterward, the school cannot share any pertinent information with the public, nor with anyone else not directly involved in the case. We may not share the consequences imposed on the perpetrator, even to the victim.

Unfortunately, these legal constraints often make it appear that the school is unresponsive or “doesn’t care about bullying” simply because the work we must do around these incidents must be done privately and in a manner that preserves all of the rights of our students under the law. Those rights apply in equal measure to the perpetrator as well as the victim.

Woodsville High School reiterates its commitment to investigate and remediate any and all accusations of bullying on our campus, our buses, or at our functions. Substantiated allegations will warrant a range of consequences depending on the student’s placement on our disciplinary continuum.

If you need to report an incident that you believe is bullying, please contact the WHS Main Office (747-2781) or email Mr. Strauch (mstrauch@sau23.org) or Mr. Chase (echase@sau23.org).

WHS Dress Code
(At WHS and any school-related functions)

Woodsville High School is an institution that tries to maintain a professional atmosphere at all times. Inappropriate dress and appearance can detract from this atmosphere and disrupt the learning process. Proper attire and grooming are the responsibility of the students and their parents and/or guardians. A student's manner of dress, grooming and/or appearance will not be allowed to disrupt the normal educational process. As a guideline, acceptable dress is an ***uninterrupted line of clothing covering the body from the top of the shoulders to mid-thigh.***

Students should not wear:

- Clothing that reveals underwear.
- Clothing that does not completely cover the midriff.
- Hats, hoods, bandanas, or other headgear inside of the building.
- Clothing with text or pictures that are offensive and/or communicate or imply messages about drugs, alcohol, sex.
- Heavy chains or studded accessories.
- Pajamas and slippers.

Suitable footwear must be worn at all times. Other styles or types of clothing or makeup not mentioned above may also be inappropriate. When possible, students found in violation of these guidelines will be permitted to stay in school if they change out of or remove the inappropriate attire. Students who continue to violate the dress code, or who refuse to change, may be sent home and/or subject to detention and/or suspension.

Drugs – Alcohol – Tobacco

A student who is found in possession of, selling, exchanging, or under the influence of, drugs and/or alcohol and/or tobacco at school and/or at a school-sponsored activity will be suspended from school for a minimum of three (3) days. In addition to the above disciplinary action, any student committing such an offense will be suspended from participation in all extracurricular activities for **thirty (30) school or activity days**. If there is a second offense, the student will be suspended from participation in all extracurricular activities for **sixty (60) school or activity days**.

There will be no smoking or using tobacco of any form (including chewing tobacco) allowed on school property, outside or inside of any school building, or at any school sponsored activity on or off school grounds, this includes e-cigarettes and related paraphernalia. Students found in possession of any form of tobacco product who are under 18 years of age will be suspended from school for three days minimum and subjected to a \$100.00 fine as per state law.

Relating to Extracurricular Events and Sports

In addition to being a health hazard, any form of tobacco product is contrary to all athletic training programs. Offenses with this policy are cumulative for their entire high school career.

- The first time offenders will be suspended from all athletic participation for 30 school or activity days. Suspension could involve more than one sport or cheerleading season.
- The second offense will result in the athlete being suspended from athletic participation for 60 school or activity days. Suspension could involve more than one sport or cheerleading season.
- Additional offenses of this policy will result in an athlete meeting with his/her coach and the athletic director to determine further disciplinary action.
- The Administration reserves the right to modify this plan in certain very specific situations. In these specific situations, a suspension day may be reduced by a verified appointment with a licensed drug and alcohol counselor. Community service can also be substituted for suspension days. The maximum substitution will be no more than five (5) days of the total number of suspension days.

Public Displays of Affections

Public displays of affection will be limited to hand-holding or an occasional “friendship hug”. Students will be asked to stop behaviors that are deemed inappropriate. If inappropriate behaviors continue, parents will be notified and discipline steps will be taken. Students, please remember that this is a community setting and your behavior should reflect WHS student behavior expectations. Remember, final penalties for all infractions rest with the faculty and administration.

Weapons Policy

Weapons are not permitted on school property, in school vehicles or at school sponsored activities. Student violations of this policy will result in both school disciplinary action and notification of the police. Suspension or expulsion from school could result. The term "weapons" includes, but is not limited to, firearms (rifles, pistols, revolvers, pellet guns, BB guns, etc.) knives, slingshots, metallic knuckles, firecrackers, billies, stilettos, switchblade knives, sword canes, pistol canes, black jacks, daggers, dirk knives, explosives, incendiaries, martial arts weapons (as defined by RSA 159:24), self-defense weapons (as defined by RSA 159:20) or any other substance, object or thing which, in the manner it is used, or threatened to be used, is known to be capable of producing death or bodily injury. 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 annually.

Behavior Consequences

Depending on the severity of the infraction disciplinary action can bypass the warning stage and go directly to a suspension. **All final disciplinary decisions rest with the administration.** Students are subject to disciplinary action for the following infractions:

Infraction	Verbal Warning	Detention	ISS	OSS	Possible Expulsion	Notify Police
Bomb Scare/ Terrorist Threat				1 st	1 st	Yes
Bullying			1 st		Yes	Possible
Cheating			1 st	2 nd		
Cut Class/Study Hall		1 st	2 nd	3 rd		
Disrespect / Insubordination		1 st	2 nd	3 rd	Yes	
Disruption		1 st	2 nd	3 rd		Possible
Dress Code Violation	1 st with write up	2 nd	3 rd			
Bus Referral	1 st with write up	2 nd	3 rd			Possible
Failure to Report to Detention			1 st	2 nd		
Fighting and / or Assault				1 st	Yes	Possible
Inappropriate Behavior for School Environment	1 st with write up	2 nd	3 rd	Yes	Yes	Possible

Leaving school without permission			1 st			Yes
Littering	Possible	1 st	2 nd			
Misusing school passes		1 st	2 nd	3 rd		
Non ISS compliance				1 st	Yes	
Obscene Language	Possible	1 st	2 nd	3 rd		
Racist or Culturally Insensitive Language	Possible	1 st	2 nd	3 rd	Yes	Possible
Plagiarism			1 st or education session	2 nd	Yes	Possible
Possession of/under the influence of drugs/alcohol				1 st	Yes	Yes
Weapons violation					1 st	Yes
Public displays of affection	1 st with write up	2 nd	3 rd	Yes		
Repeated offenses			Yes	Yes	Yes	Possible
Tardy	Possible	Possible				
Theft				1 st	Yes	Yes
Throwing objects and/or snowballs		1 st	2 nd	3 rd	Yes	Possible
Truant*						Yes
Use of tobacco products on school grounds/school related functions				1 st	Yes	Yes
Destruction/damage school property					Yes	Yes

Truancy is not tolerated—see Woodsville High School Attendance Policy

ALL FINAL DISCIPLINARY DECISIONS REST WITH THE ADMINISTRATION!

Attendance Policy

**Unexcused Absence "A"
OSS "O"**

**Excused Absence "E"
ISS "I"**

**Tardy "T"
Leave Early "L"**

**Dismissal "D"
Admin. Excused "O"**

Restored Absence "R"

Instructional time is critically important to the success of a high school student. As a result, students' credits will be penalized for missing excessive class time.

When absent, a student has two school days to submit a note from a parent to the main office explaining the absence.

- Students who accrue more than 6 half days of unexcused absences (3 full days) will have parents notified via a letter sent home.
- Students who accrue more than 10 half days of unexcused absences (5 full days) will be required to have a meeting with parents and school administration and to develop a plan to address the student's truancy.
- Continued truancy or failure to follow the aforementioned plan will result in notification of Haverhill Police Department and the Division of Child, Youth, and Families.
- Students who accrue excessive excused absences may put themselves at risk for not meeting competencies or in grade progression.

To receive full credit for a one-credit course students must not exceed 10 absences. Students who are absent from a class more than 10 times during its duration (excused or unexcused) will receive only 50% of the credit for those classes. Students who are absent from a class more than 20 times during its duration will not receive any credit for those classes.

To receive full credit for a half-credit course students must not exceed 5 absences. Students who are absent from a class more than 5 times during its duration (excused or unexcused) will receive only 50% of the credit for those classes. Students who are absent from a class more than 10 times during its duration will not receive any credit for those classes.

Students who exceed the maximum number of days in any course, and whose absences are otherwise ineligible for restoration, must attend the Homework Club three times for each day they are over. Failure to do so will result in the aforementioned credit reductions.

Tardiness/Cutting Class: Students are expected to be in school and their classes on time. **For every 5 tardies to school or class, the student will receive one absence for that class and owe 1 afternoon in the Homework Club.**

Certain absences are considered for restoration provided the parent or guardian submits the appropriate documentation for consideration. These exceptions include:

1. Medical visits with documentation from the doctor or school nurse within two (2) days;
2. A death in the family;
3. Pre-approved college visits (through the WHS guidance department);
4. Up to three days per year for pre-approved family vacation (Contact the administration for assistance before any time is missed);
5. Any out of the ordinary event may be approved at the discretion of the administration.

Any decision made regarding attendance by the administration can be appealed by the student, parent or guardian to an "Attendance Review Committee" that is a group made up of volunteer faculty and administration members to make recommendations to the administration after further evidence is considered.

Attendance Rules and Regulations

For days to be excused and/or restored, students must report to WHS main office **before** 8:15 AM with a parent/guardian note explaining reason(s) for the absence, tardy, or early dismissal.

Restorable days include:

1. **Medical Visit:** A student must present a note signed by medical personnel stating the date and time of the appointment as well as the days the student should be excused from school. When a medical appointment note is presented, the time of the appointment needs to be documented in order for the appointment time to be restored. This note must be presented **within two days** of the student's absence.

2. **A death in the family:** A student must present a note from a parent/guardian.
3. **A family trip:** For attendance purposes, family trips are limited to **three (3) days per year** – a note is to be presented to the main office at least one week prior to the trip. Students are responsible for notifying their teachers in advance of their trip.
4. **College visits** and military registration appointments are to be **pre-approved** by a guidance counselor.
5. Any out of the ordinary event may be approved at the discretion of administration.

Attendance Procedures at WHS

Attendance procedures (HCSD Policy JH-R) changed during the 2017-2018 school year. The purpose of this change was to be better able to track the impact that a student's absences might have on their success in any given class.

Basically, a student is allowed no more than 10 absences in a one-credit class and 5 absences in a half-credit class. Once a student hits a certain threshold, attendance letters are sent home to be sure that parent/guardians are fully aware.

The first type of attendance letter deals with **unexcused absences**. The State of NH defines "truancy" as having 10 half-days of unexcused absences and that law drives this section of the procedures. To excuse an absence, and to ensure that a parent/guardian is aware of each absence, a note from a parent/guardian (or student if over age 18) must be presented to the office within two (2) days of the student's return to school stating a legitimate reason for excusing the specific absence(s).

- **The first letter will be sent home once a student accrues 6 half-days (3 full days) of unexcused absence.**
- **When students accrue 10 half days of unexcused absences (5 full days) they will be required to have a meeting with parents and school administration and to develop a plan to address the student's truancy.**

The second type of attendance letter deals with **excused** absences.

- **A letter is sent home when a student accrues 8 absences in a one-credit class or 3 absences in a half-credit class.**

The Appeal Process

Any parent/guardian or student, who does not feel that the attendance policy has been administered fairly by the high school administration, may appeal the Principal's ruling to the Superintendent of Schools. The parent/guardian or student should then write a formal letter stating the reason for such an appeal and present a copy to the Superintendent (or a person designated by the Superintendent). Any parent/guardian or student who is not satisfied with the Superintendent's ruling may request a hearing, in writing, with the School Board which shall state why such a hearing may be necessary.

Again, the purpose of these procedures is to better monitor student time in the classroom and to be pro-active in helping our students succeed. It is our hope that no student ever lose partial credit for a class due to excessive absence. We are committed to assisting them to the greatest extent possible if circumstances necessitate an attendance review.

Athletic Events or Field Trips

Students who miss class for an approved school-related activity will not be penalized for that absence. It is the student's responsibility to confer before the event with the teachers of those classes from which he or she will be excused in order to make up the work that will be missed.

Dismissal

A student may only be dismissed from school with a note from a parent/guardian stating legitimate reason(s) for dismissal. This note must be presented to the office before 8:15 A.M. on the day of dismissal. The administration will approve legitimate notes and issue appropriate passes before students will be allowed to leave. If the dismissal is for part of a school day, the student must report to the office upon returning to the school. If a student is dismissed from school for emergency reasons, the office will contact a parent/guardian before

releasing him/her from school. In the case of students 18 or older, the administration will approve legitimate notes before the student is dismissed. The notes, as with all others, must be presented to the office before 8:15 A.M. on the day of dismissal.

School Functions

Students must attend school on the day of an after-school activity in order to be eligible to attend it. This includes all dances, concerts, plays, field trips, and athletic events. Exceptions will be granted only with prior approval of the Principal. Any student who cuts class on the day of such an activity will not be permitted to attend the activity.

Tardy

Students coming tardy to school must present a note from a parent/guardian excusing the late arrival. A tardy without a note will not be excused and may count as an absence. Excessive tardiness may result in disciplinary action.

Truancy

A student that accrues more than 10 half days or 5 full days of unexcused absence will be considered truant. The administration may file a CHINS (Child in Need of Services) petition if the student is habitually truant.

Bus Regulations

**Riding a school bus is not a right; it is a privilege.
The following bus regulations will be enforced:**

- ***Be at the designated stop 5 minutes before scheduled pick-up.***
- Follow the driver's directions the first time they are given.
- Observe all school rules at all times.
- Be courteous to each other and the bus driver while boarding, while on the bus, and while leaving the bus.
- Do not eat or drink on the bus.
- Waste paper and other articles are not to be thrown on the floor or out the windows.
- Do not smoke or use tobacco products.
- Do not damage or tamper with bus equipment.
- Stay seated.
- Keep hands, head, and legs inside the bus at all times.
- Do not push, shove, or fight.
- No pets, open glassware, flammables or oversized projects are allowed on the bus.
- Alcoholic beverages and/or illegal drugs are not allowed on the bus.
- Loud, vulgar and other improper language is not tolerated.
- Lunch boxes, books and other bundles will be kept on the seat or put in a driver-designated location.

Bus riders need to be on time at the designated school bus stop to keep the bus on schedule. Bus riders need to stay off the road, at all times, while waiting for the bus and wait until the bus comes to a complete stop before attempting to board the bus.

Misbehavior on Bus: Consequences

All students who ride a school bus are subject to the above regulations until they get off the bus at school or at their bus stop. Any misbehavior that distracts the bus driver is a very serious hazard to the safe operation of the vehicle, and as such, jeopardizes the safety of all passengers. Any misbehavior will be subject to administration review and consequences.

Part 3: Athletic Policies

Athletes are expected to dress properly for all home and away contests. Jeans, shorts, and T-shirts are not permissible on the day of a game. Coaches will inform their athletes of the attire expected of them on the day of a game. Failure to comply may result in ineligibility for the contest.

Drugs - Alcohol – Tobacco: See Student Conduct policy

Athletes must complete a “Permission of Participation in Interscholastic Athletics” form each year of participation.

Physicals

In order for a student to participate in interscholastic athletics, they shall have a physical examination by a licensed medical provider annually, and the record must be provided to the school to be kept on file in the nurse’s office. Only religious exemptions in writing shall be accepted in place of an athletic exam. A licensed medical provider may provide a note with the date of the upcoming physical exam stating that the student has had no history that would limit participation in athletics and may participate until the exam is completed. Once the exam has been completed the medical provider will provide documentation that the student has been cleared for all physical activities.

Uniforms

Athletes will return cleaned uniforms at the end of the season. Athletes are financially responsible for any missing uniforms, or parts thereof.

Disqualification from an Interscholastic Athletic Event adopted from NHIAA. Bylaw Article XXVIII Section .5

Any player who is disqualified from a game at the junior varsity, varsity level for exhibiting unsportsmanlike conduct shall not participate in the next scheduled inter- scholastic athletic event, including NHIAA contests. If any player received a second game disqualification during the season, that player will be required to forfeit any participation in that interscholastic sport, at any level, for the balance of that season, including playing in a tournament. (Adopted from NHIAA Bylaw Article XXVIII Section 2F) Any player who physically assaults an official before, during or after any NHIAA sanctioned contest, both regular season and tournament play, shall be expelled from the game immediately and banned from further participation in all sports for up to one (1) calendar year (365 days) from the date of the offenses.

NHIAA Code of Ethics for Secondary School Athletics

The ideals of good sportsmanship, ethical behavior and integrity permeate our culture. The values of good citizenship and high behavioral standards apply equally to all activity disciplines. In perception and practice, good sportsmanship shall be defined as those qualities of behavior, which are characterized by generosity and genuine concern for others. An awareness is expected of the impact of an individual’s influence on the behavior of others. Good Sportsmanship is viewed as a concrete measure of the understanding and commitment to fair play, ethical behavior, and integrity. In order to promote desirable behavior and enhance the overall quality of secondary school athletic programs, for which the NHIAA has assumed responsibility, the following Code of Ethics is in effect: It is the duty of all concerned with secondary school athletic programs to:

- Cultivate awareness that participation in high school athletics is part of the total educational experience.
- Emphasize the proper ideals of sportsmanship, ethical conduct and fair play as they relate to the lifetime

impact on participants and spectators.

- Develop an awareness and understanding of all rules and guidelines governing competition, both in letter and intent, and to comply with them in all activities.
- Recognize that the purpose of athletics in school programs is to develop and promote the physical, mental, moral, social and emotional well-being of individual participants.
- Avoid any practice or technique that would endanger the present or future welfare or safety of a participant.
- Avoid practices that force students to specialize or which restrict them from participation in a variety of athletics.
- Refrain from making disparaging remarks to opponents, officials, coaches, or spectators in any aspect of school athletics.
- Encourage the development of proper health habits and vigorously discourage the use of chemicals, including alcohol and tobacco.
- Exemplify proper self-control at all times and accept adverse decisions without public display of emotion or dissatisfaction.
- Encourage everyone to judge the true success of the athletic program on the basis of the attitude of the participants and spectators, rather than on the basis of a win or loss.
- Treat opposing team members and officials respectfully and encourage behavior that will create positive relationships between schools.

NH Interscholastic Athletic Association Code of Ethics for Spectators

- Exemplify the highest moral character, behavior, and leadership so as to be worthy examples.
- Maintain and exhibit poise, self-discipline, and restraint during and after the sport event.
- Conduct oneself in such a manner that attention is not drawn to you but to the participant playing the game.
- Regulate your actions at all times so that you will be a credit to the team you are supporting knowing that the school gets the praise or blame for your conduct since you represent this school the same as the athlete.
- Support all reasonable moves to improve good sportsmanship
- Treat the visiting team and spectators as guests. Be courteous and fair.
- Avoid actions that will offend the individual athlete.
- Accept the judgment of the coach.
- Honor rights of visitors in a manner in which you expect to be treated.
- Respect the property of the school.
- Display good sportsmanship by being modest in victory and gracious in defeat.
- Pay respect to both teams as they enter for competition.
- Appreciate the good plays by both teams.
- Show sympathy for an injured player.
- Regard officials as guests and treat them as such.
- Direct energy to encouraging home team rather than booing officials.
- Believe that the officials are fair and accept their decisions as final.
- Consider it a privilege and duty to encourage everyone to live up to the spirit of the rules of fair play and sportsmanship.
- Realize that privileges are invariable associated with great responsibilities and that spectators have great responsibilities.

Part 4: Extracurricular Activities

Expected Conduct

1. Each student shall report promptly to scheduled activities and transportation. The particular times and places will be announced by the adviser and/or coach.
2. A student participating is expected to give his or her commitment to WHS and the activity.

3. Poor student behavior or decisions on bus trips, at destinations of field trips, home and away athletic contests and performances, restaurants, host schools, and WHS, will result in disciplinary action.
4. Any student who maliciously destroys, damages, or steals equipment or property may be suspended from a team, an activity and/or school and will be subjected to possible referral to police.
5. Every student shall board the bus at WHS or at bus stops designated by the bus service and shall return by bus to WHS. Any stops on the return route will be made at the sole discretion of the contracting bus service. An advisor/coach shall consider extenuating circumstances individually providing that the student presents a note to his or her advisor and/or coach one day or more prior to the trip.
6. No student is to be on the bus at any time unless supervised by a staff member and/or a member of the contracting bus service.
7. Students are responsible for removing their trash from the bus before exiting.

Policies Governing Student Participation in Extracurricular Activities

Aside from the obvious advantages and enjoyment of extracurricular activities, it is recognized that students participating in these activities influence other students. Whether in athletics, music, clubs, politics, dramatics, or other inter-scholastic activities, students play a leadership role, which brings additional responsibility. These students represent the school and depict its character. Policies are, therefore, intended to govern the behavior of these student leaders. The Principal shall determine what an extracurricular activity is in the event of a controversy.

Extracurricular activities include but are not limited to:

Clubs and Organizations, Concerts, Band, All-State, North Country Festivals, Athletics (varsity and junior varsity), and Spectators (at extracurricular activities).

Academic Requirements and Procedures for Extracurricular Activities

Academic requirements and restrictions apply only to the following activities: Clubs/ Organizations, Athletics and Dances, and Day field trips: (unless the trip is required as part of the student's grade). A student must be passing in at least three academic courses and not failing more than one course on his or her report card in order to participate in any extra-curricular activity. Co-curricular participants are deemed academically ineligible when they are not passing at least 3 classes and/or failing more than 1 class. **Grade checks are conducted weekly on Monday mornings. If a co-curricular participant is ineligible, they are withdrawn from all team/group activities until the next grade check. If a co-curricular participant becomes ineligible a second time during a particular semester/season, they are removed from the team/group for the remainder of that season or semester.**

Attendance Requirements for Extracurricular Activities:

A student must be in school a minimum of half the day in order to be eligible to participate in an athletic event, practice, or extracurricular activity. The Principal may waive this attendance policy for appropriate and/or extenuating circumstances. Such request should be made prior to a student's absence, except in emergencies, and should be for immediate and legitimate reasons (i.e. medical appointment, court appointment) and not frivolous reasons (i.e. too tired, overslept etc.).

- Each student is expected to comply with all rules and regulations of WHS. Any infraction committed by a student while on a field/activity trip will be subject to punishment as per the code of student conduct.
- In order to be eligible for extra-curricular overnight trips, students must be passing all classes.

Extracurricular Activities Award Rules and Regulations:

A student is eligible to receive one letter throughout their high school extracurricular activities. Subsequent achievements will be recognized through the awarding of certificates and pins.

- Junior Varsity Level - Sports and Cheerleading: Any participant may be awarded certificate. If a senior is involved at the Junior varsity level he/she may receive a letter at the discretion of coach and/or advisor.
- Varsity Level - Sports and Cheerleading: Any participant in a varsity level eligible for a certificate, letter, or pin

at the discretion of coach and/or advisor. A letter must be issued before a pin. A freshman or sophomore is not eligible for a letter or pin unless he/she has participated at the level for the entire season.

Woodsville High Organizations
Athletic Leadership Council
National Honor Society
Student Council
Future Business Leaders of America (FBLA)

Woodsville High School Clubs
Chess Club
Drama Club
Environmental Club
Friends of Rachel
Cribbage Club
The Geek Club
Honors Band Ensemble
French Club
Math Team
Mountain Biking Club
Students Against Destructive Decisions
Tutoring Club
YMCA Youth and Government Program

Part 5: General School Policies

Accidents – Illnesses

Woodsville High School will make every effort to inform parent/guardian of an accident or illness occurring at school that might need observation at home. No student, however, will be sent home unless a responsible adult is present at home. In the event of illness or an accident, school personnel will administer emergency care only. The parent/guardian is responsible for any additional care needed. The high school will transport a student to the hospital when the situation requires such action. If a Parent/Guardian/Relative is unavailable to sign the admittance forms of the hospital, the school will do so but accepts no liability.

Roundhouse

Each student will be assigned to an advisor, a member of the faculty who will work with a small group of students during their four years at WHS. Roundhouse will be used for re-teaching, competency recovery and, once per week, as an advisory to schedule FLEX Block for the following week. Students will be grouped by grade level. Roundhouse will not occur on Early Release or Delayed Opening days.

FLEX Block

FLEX Block is divided into four 21-minute periods each day. These mix study hall, enrichment, small group, one-on-one, and open lab access for each student. It will additionally include lunch. Students will be able to choose their own FLEX Block activities but this can be overridden by administration or staff based on academic circumstances (can't do an enrichment activity if behind in a class or have a failing grade etc.). Each semester's schedule will be largely static.

Students will work with their roundhouse teachers each Friday to sign up for the following week's schedule. Fridays will serve as an advisory period.

A scheduling program will be used to keep track of everything. This includes teachers requesting students, students being allowed in activities based on current grades, etc. The functionality will be similar to what currently exists.

Assemblies

Assemblies are a scheduled part of the curriculum and, as such, are designed to be educational as well as an entertainment experience. Assemblies provide one of the few opportunities in school to learn formal audience behavior. Courteous and appropriate behavior is expected at all times. A student will sit with his/her fellow students and his/her teacher. Attendance is required. Skipping an assembly will result in disciplinary action.

Restrooms

A student is requested to respect the facilities in the restrooms. These rooms are not for loitering. Students will be issued a pass and should use the restroom closest to the classroom that they are currently in. Taking excessive time or using the rest rooms as an excuse to just get out of class will result in the student being restricted to class for a period of time determined by the teacher or administration.

Breakfast/Lunch - Cafeteria Regulations

A breakfast program is available to students prior to the school day. A regular hot lunch/a-la-carte program is offered daily to every student. Milk is available. A reduced/free lunch program is available to any family who meets the financial guidelines established by the federal government. Qualification forms are available in the office. Students are encouraged to pay for their meals in advance, preferably a week at a time. Students will be allowed to charge up to \$13 for meals only. The Abbey Group is our subcontracted food service provider.

Students are expected to eat lunch properly. This includes picking up their trash and disposing of it whether inside or outside. Loitering in the lobby of the Community Building is prohibited. Students must remain in the designated areas until the bell rings at the end of their lunch period.

Bus Evacuation

State law requires bus evacuation drills. Woodsville High School conducts such drills twice each year. The bus driver will provide specific instructions. Students should remain quiet and exit swiftly. Safety is our biggest priority. Students are to remain together after evacuating the bus. Although the drills are practice, a student should keep in mind that the next bus evacuation might be an emergency.

Cancellation Policy for Activities and Sports

The School Board recognizes the fact that when school has been closed for the day, especially due to inclement weather, it is possible conditions would improve enough during the day for the after-school activity or sport to still take place. Therefore, it will be the responsibility of the school Principal and/or Athletic Director to request from the Superintendent a decision on allowing the after school activity or sport to take place. This request must be made no later than 1:00 P.M. on the day in question and the decision of the Superintendent will be final. If the decision is to allow the activity/sport to take place, the Superintendent will notify the Principal or Athletic Director and then the school personnel will notify participants via our "School Messenger" system. Local radio stations will also be notified.

Care of School Property

Proper care of school property helps keep maintenance cost (and hence taxes) down. School equipment, furniture, lockers, and books, are for the students' use. Do not abuse them. A student is not to mark school furniture, walls, or equipment with pen, pencil, or any other implement. Because considerable care and much expense have gone into the upkeep of school grounds, each student is expected to use the sidewalks on school ground. Anyone who destroys or damages school property will be required to pay for the loss or damages and may be suspended or expelled from school.

Residency Status

The New Hampshire State Department of Education requires correct addresses for all students. The school district of residence for a student is defined by RSA 193:12.II. Additionally our board-adopted policy (JFAA), defines information required to admit students into our school. Parents and/or guardians are required to annually complete an "SAU 23 Residency Statement" to ensure our records are accurate and current.

Change of Phone Number/email

The Guidance and/or Main Office should be notified of any phone number change so that parent/guardian can be contacted, if necessary, during the school day. If the number is changed to a non-listed number, it is required that this number be given to the office in case of an emergency. Confidentiality of the number will be respected. It is also important that a parent/guardian provide a working email address (if available) to receive emailed messages and school newsletters. We are careful not to overuse the "School Messenger" phone system unless in case of emergency.

Class Picture

All students must have their picture taken each year. Student pictures may be used for WHS permanent records. Students are under no obligation to purchase photographs. Sale of photographs is provided as a yearly convenience to students who wish to take advantage of this service. The photographer will provide information regarding the costs and dates. Checks will be made payable to the authorized company, not to WHS.

Class Ring

Class rings may be purchased by upper-classman each year. A student is not obligated to purchase a class ring. WHS provides ring service only as a convenience to the student. All checks are to be made payable to the authorized class ring company, not to W H S .

Supervision

No student is permitted in the building without proper adult supervision. Students are not allowed to loiter in the lobby area during lunch periods. Students waiting for after- school transportation are to remain outside of the building until transportation arrives. During inclement weather students may wait in the building.

Corridor Behavior

It is necessary for each student to pass from one class to another in an orderly, reasonable manner. Four minutes should be adequate time for arrival to the next class. There should be no congregating on steps or ramps in the buildings. A student is not to litter, loiter, eat food, or drink in the corridors and/or classrooms. Students returning from morning River Bend programs are to report directly to their assigned room where attendance will be taken daily.

Lockers

All students will be assigned hallway lockers for storage. Lockers are the property of the school and are provided to students as a convenience. Students must obtain and use a lock for their locker from the school. Students are responsible for these locks and will be charged for replacement if the lock is not returned. Students are expected to leave their backpacks in their lockers and only take what they need for a specific class with them. Passing time between classes has been increased for this purpose. With increased class size moving to a four-block schedule, this procedure is for student safety in being able to evacuate the building in emergency situations.

The users of lockers, desks and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. The administration may search lockers at any time without student consent or reasonable suspicion. Students are not to use any school area or property to store anything that should not be at school. Students shall not exchange lockers or use any lockers other than those assigned them by the Principal. A shared locker implies shared responsibility.

Lockers are not totally secure; valuables such as money or jewelry should not be stored in them; the school is not responsible for lost or stolen articles and will not investigate missing items if taken from lockers left unlocked. The inside of lockers may be decorated in a temporary and appropriate fashion. No stickers should be used in decorating the lockers.

Dance Rules and Regulations

1. Admittance to a school dance is for WHS students and one (1) guest who is enrolled in a high school or is a WHS alumnus. All guests must have a visitor's pass signed by the office. A pass may be obtained through Thursday of the week of the scheduled dance.
2. No visitor's pass will be issued on the date of the dance.
3. No student, or guest, is to be on the stage at any time.
4. All school rules and regulations for behavior apply.

Field Trips

Students under age 18 must have a parent/guardian sign a "WHS Informed Consent Permission Form" in order to participate in any school related field trip activity. They must also have teacher permission for each class that they will be missing while on the field trip. Students are under WHS Behavior Policy while attending the field trip.

Fire Drill

Fire drills will be held frequently during the year. The signal shall be the ringing of the fire alarm. Instructions are posted in each room and will be discussed with each class by the teacher. Absolute quiet and a swift and orderly evacuation are essential. A student must remain with his or her class and walk to the designated area. Students must keep in mind that when the fire alarm rings neither he/she nor the teacher can be sure whether it is a drill or an emergency. Everyone should walk within appropriate walkways when leaving the school buildings. **The use of any cell phone during an evacuation is strictly prohibited.**

Graduation Photographs

This service is provided as a courtesy to seniors. A senior is not required to have a graduation picture taken. He/she may choose to have his/her portrait taken by another photographer. The yearbook staff determines the size of portraits and the date on which the portrait must be submitted. The yearbook staff and administration will determine the appropriateness of all photographs printed in the yearbook and released to the press.

Nurse's Office

The purpose of the nurse's office is to address our students' medical needs during the school day. As these needs are personal and private, no student or staff member should loiter there for socialization purposes. A pass is required for admittance to the nurse's office and a counter-signed pass is required to return to class. The duration of any visit to the nurse's office should be as brief as possible so as not to take away from instructional time.

Health

Any student with special health problems is to report such to the nurse in the school health office at the beginning of the school year and/or when a problem arises. Special problems include vision and hearing impairments, diabetes, epilepsy, rheumatic fever, recent surgery, medication, or anything that might limit the student in school. Parents/guardians are urged to provide the school with updated information. Students may return to school 24 hours after experiencing fever, vomiting, or diarrhea.

Health Requirements for Admission

According to the New Hampshire Code of Administrative Rules He-P301.12 (a). "every parent/guardian of a child to be admitted or enrolled in a NH school or child care agency shall, prior to his admittance, provide documentary proof of acceptable immunization of the child to the admitting official of the school or child agency." All students grade 7-12 will be required to show proof of two doses of measles vaccine. Older students must have had a tetanus-containing vaccine within the last 10 years and/or must have a booster or be excluded from attending school. NH law requires any new student who enters a NH school from out of state to have a physical (including Foreign Exchange students).

Communicable Disease

Students with a contagious or infectious disease will be excluded from school for the period of time the disease may be passed on to others. The school nurse or principal may require an examination by a doctor to determine the condition or the liability of transmitting the disease as follows:

- Chicken Pox/Shingles: All lesions scabbed over.
- Head Lice: No live lice present and treatment has been completed.
- Strep Infections: At least 24 hours after starting prescribed medication.
- Conjunctivitis (Pink Eye): At least 24 hours after starting prescribed medication.
- Fever, Diarrhea, and Vomiting: Students absent from school with a fever of 100 degrees or higher should remain at home until they are fever free without the use of medication for 24 hours. Students with diarrhea and/or vomiting should remain at home until they have not vomited or had diarrhea for 24 hours.

Students with any of the communicable diseases list above and/or other illnesses that are contagious cannot remain at school. The decision to require a child to be sent home will be at the discretion of the school nurse and/or the school administrator.

Environmental

Sunscreen and insect spray will not be stocked at the school. You will need to provide your own for your child to use.

Screenings

Student's vision, hearing, height and weight will be screened per District Policy. These screenings will be done by the School Nurse or designee (Lion's Club) and results sent home as deemed necessary.

Health Information

Students, parents, and guardians are asked to provide the school with health information. A health form is part of the beginning of year paperwork that goes home to each child. Any chronic health conditions, allergies, medications and requests for over-the-counter medications should be documented there.

Parents/Guardians should alert the school about any health problems their child may have.

Prior to, or at the time of school entry, all children at Woodsville High School must be immunized against diphtheria, polio, pertussis, tetanus, mumps, measles, rubella, hepatitis B, and chicken pox in accordance with New Hampshire State Law RSA: 141-C. Each child's immunization record must be provided to the school to be kept on file in the nurse's office. Notarized exemptions are the only exception to this State mandated policy. Physical exams done by a licensed medical provider must be provided to the school upon enrollment at WHS and/or entry into 9th grade.

Insurance

Every WHS student is offered low-cost accident insurance as a school service. The policy may be written for school-day coverage or 24-hour coverage. It is strongly suggested that any student participating in extracurricular activities be covered by this insurance policy, or by a family insurance policy. If a student is injured while under the supervision of a staff member, that staff member will file a report with the office. The Principal will then give the student a claim form that is to be submitted to the insurance company.

Late-Bus Arrivals

Students arriving by a late bus must report to the office upon his/her arrival for attendance purposes. No points will be assigned if the student checks in and the bus is verified as late.

Lost and Found

All articles found in the buildings or on school property should be brought to the office. Inquire at the front office for lost-and-found items.

Medication

Internal medication shall not be dispensed or administered to any child by school personnel except the school nurse. In his/her absence a person designated by the nurse or building Principal may administer medication, and only then upon written order of the physician who examined and prescribed for that particular child. In all cases, written permission of the parents is required. All prescribed medication and over-the-counter medications shall be brought to the nurse's office and stored in a designated and secure place. The medication must be delivered in a container properly labeled with the student's name, the physician's name, the date of the original prescription, name and strength of medication, and directions for taking the medication by the student. At the discretion of the school nurse, students may carry and use their inhaler medication. The school nurse shall keep physician's written orders and the written authorization of parents/guardians for three years.

The school nurse's office is stocked with common OTC medications (Tylenol, Ibuprofen, Tums, etc.) A consent for OTC medications must be filled out for each child prior to the administration of any medications. The consent for these medications is in the beginning of year registration paperwork that is given to each student.

No-School Announcements Delayed Openings /Emergency Closing

If school is canceled or delayed, the School Messenger system will call the student's contact phone number on record at WHS. There will also be an announcement on WYKR. During inclement weather or if other emergencies threaten the health or safety of students or personnel, there may be an early release. The School Messenger system will again call the number on record and an announcement shall be broadcast over local radio stations.

Passes

INCLUDING using the rest room or getting a drink of water, a student is not to be out of their assigned room at any time without a pass. If a student wishes to see a teacher, they must arrange for this in advance. The teacher will then give them a pass, permitting them to be excused from class. When the student arrives at their destination, the pass should indicate the time they left the assigned area. Students will refrain from "stopping by" the nurse's office, library or any other location not indicated on the class' sign-out sheet or the written pass. **A non-specific physical pass may be utilized for rest room use or water. Only one student is allowed to be signed out of the classroom for rest room use or water at one time.**

PowerSchool Access

Students and parents can access grade and attendance information for the current school year on the Internet at powerschool.sau23.org. An ID and password are needed to access the information. Please contact the school if you need log on assistance.

Student Fees – Dues – Library Late Fees

Class/Organization Fees are voted at the discretion of each class and/or organization. Before departing for the year, each student is expected to meet all academic, organizational, and financial obligations. Also, report cards are not issued until overdue books are returned to the library and all obligations are met.

Student Publications

All publications shall explicitly state on the editorial page that the opinions expressed are not those of the school or school district. Only publications that are published by persons attending the school or a member of the school district staff may be distributed on school premises unless permission is granted by the school administration 48 hours in advance. All revenue from the sale of these publications must be used to meet publication expense or used to support other school activities. Unacceptable items in student publications include but are not limited to: so-called "hate" literature which attacks ethnic, religious and racial groups; other irresponsible items aimed at creating hostility and violence; materials denigrating specific individuals in or out of school; plus pornography, obscenity, alcohol, drugs, tobacco and/or other similar materials not suitable for distribution in school. Acceptable items are those not proscribed above, unless the Principal should be convinced that the items would materially disrupt class work or involve disorder or invasion of the rights of others. Students denied approval by the Principal may choose to appeal the decision to the Superintendent of Schools. Students denied approval by the Superintendent have the right to appeal to the School Board. Students who edit, publish and distribute unofficial school publications must assume full responsibility for the contents. Editorial freedom entails the same obligations as under the rules of responsible journalism and regulations of the Federal Communications Commission. These publications may not be distributed on school grounds unless permission is granted by the school administration 48 hours in advance.

Textbooks

Each student is issued textbooks for each subject requiring them; these books are to be covered and kept free from all marks and defacing. If a book is lost, the office will determine the charge. Report cards will be held at the end of the school year until books are returned.

Vehicles

Students who have valid driver's license may obtain a parking pass from the office. The number of parking spaces is limited and will be assigned the first week of school. Speed limit is 10 M.P.H. Police will be informed of unauthorized vehicles on school property and of speeding violations. Irresponsible use of vehicles and improper driving techniques will not be excused under any conditions and may result in suspension of student's right to bring a vehicle onto school property.

Visitors

All persons entering the building must report to the main office and sign-in.

Parents/Guardians wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Parents/Guardians wishing to make such arrangements may do so by securing an appointment by direct contact with the teacher or through the main office.

Students may not bring visitors to the school while school is in session.

Part 6: Guidance Services and Programs

The Guidance Department is an integral part of the educational system and one that provides numerous services to the individual student, including: student registration, academic, career and personal counseling, and student and parent advocacy.

Maintenance of Student Records

The federal Family Educational Rights and Privacy Act of 1974 and regulations adopted by the U.S. Department of Education grant parents of students, along with "eligible students" (students who have attained eighteen years of age or who are attending institutions of post-secondary education), certain rights relative to education records maintained by the school district. These rights include the following:

1. Parents may inspect and review the education records of their children, and eligible students may inspect and review their own education records.
2. Upon request, parents or eligible students will receive reasonable explanations and interpretations of records.
3. A parent of a student, or an eligible student, may request that the student's education records be amended and may request a hearing if the records are inaccurate, misleading, or invade the privacy or other rights of the student.

The District designates the following items as Directory information

Student name, town of residence, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended, and photograph. The district may disclose any of those items without prior written consent, unless notified in writing to the contrary. For more details, see Haverhill SB policy JRC(2).

Directory Information

Except in certain specified situations as stated in the policy and those items identified as directory information, personally identifiable education records will not be disclosed without prior written parental consent or prior written consent by the eligible student. Policy JRA "Student Records and Access" (available for at each school, the central office, and on our district website) details the following:

- The type of records kept.
- The procedure for inspecting and copying records.
- The right for interpretation.
- The right to challenge data thought to be erroneous, the procedures for correcting or expunging erroneous data or inserting a rebuttal statement.
- The right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented.

The federal statute and regulations are enforced by the Family Education Rights and Privacy Act (FERPA) Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202, which is empowered to investigate timely written complaints.

Records Storage

WHS maintains student records for five (5) years after a student's class graduates. Student transcripts, however, will be permanently stored at the High School in the Guidance Department. Health records will be kept for seven (7) years past the student's age of majority. Medical majority for this purpose is age 21. Part 7: Library and Media Center

The library/media center provides print and electronic resources, audio-visual equipment, computers, and related services for the Woodsville High School community. Our collection includes non-fiction, fiction, a reference section, books on tape, DVD's, magazines and newspapers. The library is open from 7:30 to 5:00 on all full school days, Monday through Friday. Circulating materials may be signed out for a period of two weeks, and renewed for another two weeks if item is not on a reserve list. Users are responsible for the replacement cost of any item that is lost or damaged.

Internet Resources:

<https://www.woodsvillehighschool.com/llc/>

Our catalog: You can search by title, author, subject, etc. at www.libraryworld.net/opac

Library name: WHS Library **Password:** engineers

EBSCO: Contains a wealth of resources, many containing full-text articles. MAS Ultra-School Edition is specifically designed for high school libraries and contains almost 500 magazines, 350 full-text reference books, 80,000+ biographies, 100,000+ primary source documents, and 235,000+ images. Other databases include Health Source, Newspaper Source, MasterFile Premier, Funk & Wagnalls Encyclopedia, Business Source Premier, and Academic Search Premier. <http://search.ebscohost.com/login.asp>

Username: WoodsvilleH **password:** 03785

NoodleTools: MLA and APA format tools www.noodletools.com

Username: Woodsville **Password:** engineers

Each user must create a "personal folder" (i.e., select a personal ID and password) by clicking the "Create a Personal ID" button on the login screen.

Part 8: NHS and Student Pledge

The G. Hampton McGaw Chapter of the National Honor Society recognizes students who exhibit high standards of scholarship, character, leadership, and service within the school and the community. Selection for honor society membership is a rigorous process as detailed below. Prospective members must meet the following eligibility requirements: Junior or Senior class standing at least 1 semester of attendance at WHS with a cumulative GPA of at least 88%.

Eligible students will be notified in the fall and invited to complete an information sheet in order to pursue their NHS candidacy. All faculty members are asked to rate the eligible students in the categories of scholarship, character, leadership, and service and to share pertinent comments. Faculty ratings and comments are compiled for consideration by the 5 person faculty selection committee appointed by the Principal. In addition, each student's information sheet, academic transcript, and disciplinary record are provided for the committee's consideration. After discussion of the information provided, the committee, by majority vote, chooses to accept or reject the student for NHS membership.

Students are notified by mail of their acceptance or rejection. Any student whose candidacy is rejected is welcome to discuss areas of concern with the NHS advisors and to seek membership in succeeding years (provided he/she remains eligible). Accepted students will be inducted into the chapter at a formal ceremony held in the evening in October. Once inducted, students must continue to uphold high standards of scholarship, leadership, character, and service as well as actively taking part in meetings and chapter projects. Failure to do so may lead to probation, corrective measures, or, in the case of a serious infraction or continuing offense, dismissal. Details about expectations and disciplinary procedures are provided to incoming members prior to their induction.



Woodsville High School Student Pledge
by the Latin III/IV students (April MMXI)

As a member of the Woodsville High School Community,

- I will stand by, honor, and not disgrace my school nor my fellow classmates and their beliefs.
- I will treat my teachers with respect, for upon me they bestow knowledge.
- I will work to succeed academically, morally, and physically.
- I will reflect upon all that I have been taught and will be taught.
- I will use said teachings and knowledge to become a contributing member of society.

And both alone and with all to help me, I will build up my world to be greater and better than before.



Woodsville High School Faculty and Staff

Office Staff

Eric W. Chase	ext 200	Principal	echase@sau23.org
Michael K. Strauch	ext 200	Dean of Students	mstrauch@sau23.org
Jonathan R. Lester	ext 247	Athletic Director/PE	jlester@sau23.org
Shirley R. Ricker	ext 200	Admin. Assistant	sricker@sau23.org
Jamie Vance	ext 244	Finance Secretary	jvance@sau23.org
Kendra L. Strout	ext 235	Nurse	kstrout@sau23.org

Guidance

Rosalie N. Farr	ext 230	School Counselor	rfarr@sau23.org
Catherine E. McLure	ext 232	Guidance Secretary	cmclure@sau23.org
Ericka Tierney	ext 237	SAP Counselor (T - Th)	etierney@sau23.org

Teachers

Ashley Youngheim	ext 225	English	ayoungheim@sau23.org
Alaina Marsh	ext 223	English	amarsh@sau23.org
Jessica Quinn	ext 224	English	jquinn@sau23.org
Allen Cummings	ext 211	Math	acummings@sau23.org
Jaline Mulliken	ext 213	Math	jmulliken@sau23.org
Amy Greene	ext 215	Math	agreene@sau23.org
Rachael Brown	ext 218	Science	rbrown@sau23.org
Janine Eck	ext 217	Science	jeck@sau23.org
AJ Fleteau	ext 216	Science	aflateau@sau23.org
Renee Ivey	ext 207	Social Studies	rivey@Sau23.org
Scott Nichols	ext 229	Library/ELO Coord.	snichols@Sau23.org
Bob Scianna	ext 206	Social Studies	bscianna@sau23.org
Linda Haggarty	ext 222	World Language	lhaggarty@sau23.org
Lori MacPherson	ext 210	Special Education	lmacpherson@sau23.org
Jodie Maccini	ext 209	Special Education	jmaccini@sau23.org
Scott Simano	ext 209	Special Education	ssimano@sau23.org
Jennifer Mroczko	ext 203	Business/Computer	jmroczko@sau23.org
Scott Edwards	ext 239	Tech Ed.	sedwards@sau23.org
Glen Page	ext 220	Tech Ed./CISCO	gpage@sau23.org
Philip Tuite	ext 221	Distance Learning	ptuite@sau23.org
Stephanie Marston	ext 201	Art	stmarston@sau23.org
Christina Fleteau	ext 212	Chorus/General Music/FCS	cflateau@sau23.org
David Heintz	ext 246	Band	dheintz@sau23.org

	ext 248	Abbey Group	foodservice@sau23.org
Jill Nichols	ext 208	JAG	jnichols@sau23.org

Moria DeBois		School Psychologist	mdebois@sau23.org
Sara Lang		OT	
Mary Opalinski-Girard		Speech Therapy	
Jami Tuttle		Mentoring	jtuttle@sau23.org
Instructional Assistants			
Rebekah Bevin			rbevin@sau23.org
Karen Cox			kcox@sau23.org
Tonya Gardner			tgardner@sau23.org
Michael Gibbons			mgibbons@sau23.org
Emily Harrington			eharrington@sau23.org
Marc Larrivee			mlarrivee@sau23.org
Jennifer Mattoon			jmattoon@sau23.org
Sara Mckenna			smckenna@sau23.org
Kellie Quackenbush			kquackenbush@sau23.org
Janitta Richardson			jrichardson@sau23.org

Custodians			
Craig Tetley	ext 245	Lead/Days	ctetley@sau23.org
Bill Townsend	ext 249	Night	btownsend@sau23.org
Michael Wilson		Night	mwilson@sau23.org



SAU #23

2020-2021 SCHOOL YEAR CALENDAR

HAVERHILL COOPERATIVE - FRENCH POND SCHOOL - KING STREET SCHOOL

AUGUST 4

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

31
 8/24 SAU Day
 8/25 Teacher In Service
 8/26 First Day Of School

SEPTEMBER 20

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

9/7 Labor Day -No School
 9/18 Data Day - No School

OCTOBER 21

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	[23]
26	27	28	29	30

10/12 Columbus Day - No School
 10/23 Early Release-Parent Conf

NOVEMBER 18

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	[25]	26	27
30				

11/11 Veterans Day - No School
 11/25 Early Release Day
 11/26 & 11/27 Thanksgiving Recess

DECEMBER 16

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	[23]	24	25
28	29	30	31	

12/11 Data Day - No School
 12/23 Early Release Day
 12/24-12/31 Holiday Recess

JANUARY 18

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1/1 New Years Day - No School
 1/15 Teacher in Service - No School
 1/18 Martin Luther King Day - No School

FEBRUARY 15

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

2/22 - 2/26 Winter Vacation

MARCH 21

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3/10 Data Day-No School
 3/26 In Service Day - No School

APRIL 17

M	T	W	TH	F
			1	2
5	6	[7]	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

4/7 Early Release - SL Conference
 4/19-4/23 Spring Vacation - No School

MAY 20

M	T	W	TH	F
3	4	5	6	7
10	11	[12]	13	14
17	18	19	20	21
24	25	26	27	28
31				

5/12 Early Release
 5/31 Memorial Day - No School

JUNE 11

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
[14]	15	16	17	18
21	22	23	24	25
28	29	30		

6/14 Last Day of School-Early Release
 6/15 Teacher in Service

	Teacher In-Service Days - no school for students
#	First and Last Day of School
/	School Closed/Holidays & Vacation
[]	Half Days
	Haverhill Data Days - no school for students
	Possible Snow Days

Days/Month

4	August
20	September
21	October
18	November
16	December
18	January
15	February
21	March
17	April
20	May
10	June
180	Instruction Days
5	Teacher in Service Days
3	Data Days
4	Snow Days
192 Total Prof Staff Days	

Tentative Date for Woodsville High School Graduation 6-12-21

Adopted 4-6-2020